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AUTHOR Moore, Lin

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ABSTRACT

Using the Attitudes toward Women Scale (AWS), a comparative study of college student attitudes concerning sex role stereotyping and sex bias was undertaken to evaluate the effectiveness of a project consisting of inservice training for college faculty and staff, a training program for 375 child care providers (child development students), and a model program of nonsexist curriculum development. The child development students (experimental group) and 718 psychology students (control group) were assigned to two pretest-posttest and two posttest-only groups. The training program included consultant and community workshops, practicum experiences, and parent involvement activities designed to eliminate sex bias. An analysis of variance found no significant differences between experimental and control group pretest scores or when the pretest-posttest and posttest-only groups were compared. When these latter scores were compared by department, the experimental group scores showed significant change whereas the control group did not, indicating training effectiveness in changing student attitudes. Utilization of results included availability of nonsexist materials to college faculty, staff, and students as well as community facilities; journal articles; packets of materials for child care providers; and consulting services availability. It was recommended that a comprehensive inservice training program be set up for postsecondary level vocational education personnel, and that a model training program for child development students be tested in community colleges. (Appendices include the AWS, lists of recommended audiovisual, adult, and children's resources, and workshop plans.) (CP)

ED178730

TRAINING OF CHILD CARE PROVIDERS
TO USE A NONSEXIST APPROACH TO
CHILD DEVELOPMENT

A Final Report Report of Research Performed
in Cooperation with the
Research Coordinating Unit
Department of Occupational Education and Technology
Texas Education Agency
and the
Department of Child Development
San Antonio College

by

Lin Moore

June 1979

CE 022 968

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Lin Moore
Project Facilitator
June 1979

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

LIST OF TABLES v

LIST OF FIGURES vi

Chapter

I. INTRODUCTION 1

Statement of the Problem 1
Description 3
Definition of Terms 3
Hypotheses 3
Limitations of the Study 4

II. REVIEW OF RELATED LITERATURE 5

Sex Differences 5
Sex Role Development 7
Sex Role Stereotyping in Children's Literature 8
Detrimental Effects of Stereotyping 8
Influence of Teachers on Children's Sex Role Development 10
Nonsexist Curriculum Development 11
Summary 13

III. METHODOLOGY 15

Project Staff 15
Consultants 17
Overview of the Project 19
Instrument 19
Sample 20
Procedures 21
Intervention Methods 21
  In-service Training 22
  Training of Child Care Providers 29
  Model Program 42
Analysis of Data 47
Summary 47

Page

IV. FINDINGS 50

Pretests 50
Posttests 60

V. SUMMARY, POTENTIAL UTILIZATION OF RESULTS, AND RECOMMENDATIONS 64

Summary 64
Potential Utilization of Results 65
Recommendations 66

. . . .

REFERENCES 68
6

APPENDICES 70

(A) Attitudes toward Women Scale Showing Subscales and Response Key 70
(B) Recommended Audio-visual Resources 71
(C) Recommended Adult Resources 72
(D) Recommended Children's Resources 73
(E) A Series of Workshops 74

LIST OF TABLES

Table Page

1. In-service Training Session #1 24
2. In-service Training Needs Assessment #1 25
3. In-service Training Session #2 27
4. Schedule for Consultant 30
5. In-service Training Session #3 32
6. In-service Training Needs Assessment #2 33
7. Interviews with Faculty 34
8. Developing a Nonsexist Early Childhood Curriculum . . . 36
9. Mainstreaming Men into Early Childhood Education 38
10. Community Workshops: Developing a Nonsexist Curriculum for Young Children 40
11. Fall Parent Meeting 43
12. Spring Parent Meeting 44
13. Demographic Descriptions of Pretested Students 50
14. Pretest Means and Standard Deviations of Attitudes toward Women of Students by Department 56
15. Pretest Summary Statistics of Subscales of Attitudes toward Women by Department 57
16. Posttest Means and Standard Deviations of AWS Scores of Students by Test Group and Department 61
17. Means and Standard Deviations of AWS Scores of Child Development and Psychology Students 63

LIST OF FIGURES

Figure Page

1. Project Procedures 23

2. Graph of Data in Table 15 58

CHAPTER I

INTRODUCTION

Statement of the Problem

Congress passed Title IX of the 1972 Education Amendments to assure that schools and colleges supported by federal tax dollars offer everyone--female and male--an equal education. The law bars sex discrimination in any academic, extra-curricular, research, occupational training or other educational program, extending from preschool to post-graduate levels. The Project on Equal Education Rights (PEER) reviewed government action on sex bias in the schools, resulting in a disturbing report of inadequate compliance and enforcement (1977). Clearly illegal rules and policies that perpetuate unequal treatment of females and males are still operating uncorrected in the nation's schools. The report indicated that an educational institution must make an overall commitment to change programs and practices, even if such changes require additional funds, facilities, and personnel, and/or major departures from tradition in order to avoid the lifelong damaging effects of discrimination.

The elimination of sex role stereotyping has been identified as a priority in vocational educational programs. The Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, Pub. L. 94-482 states in section 104.793:

> Funds may be used for projects as:
> (a) Research projects on ways to overcome sex

bias and sex stereotyping in vocational educational programs;

(b) Development of curriculum materials free of sex stereotyping;

(c) Development of criteria for use in determining whether curriculum materials are free from sex stereotyping;

(d) Examination of current curriculum materials to assure that they are free of sex stereotyping;

(e) Training to acquaint guidance counselors, administrators, and teachers with ways of;
  (1) Effectively overcoming sex bias; and
  (2) Assisting girls and women in selecting careers.

(Federal Register, Vol. 42, No. 67--Thursday, April 7, 1977, p. 18571.)

In compliance, the Texas State Plan for Vocational Education requires that program improvement and supportive services include activities to overcome sex bias and sex stereotyping.

Sex role stereotyping is defined as attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex. Sex discrimination is defined as any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex (Federal Register, Vol. 42, No. 67--Thursday, April 7, 1977, p. 18553). Leo Kanowitz, author of Women and the Law (1969) and national authority on sex-biased legal discrimination, is exploring the theory that our major social problems of crime, juvenile delinquency, racism, and even war can be linked to sexism. Educators, as well as professionals of the social sciences, are becoming increasingly aware and concerned about the deep, psychological mutilation done to children and adults by sexist practices.

Fostering the healthy social, emotional, cognitive, and physical development of both girls and boys is the major responsibility of child care providers in day care, preschool programs, and family day homes.

If trained in a nonsexist approach, teachers of young children are in a unique position to facilitate the elimination of sex role stereotyping and sex bias at an age when such attitudes and behaviors are first forming.

Description

The present study was undertaken to determine the effectiveness of a training program for child care providers to use a nonsexist approach to child development. Subjects for the study were randomly selected from students enrolled in child development and psychology courses at San Antonio College during the 1978-1979 academic year.

Definition of Terms

The terms specific to this study are defined as follows:

Attitudes toward Women were operationally defined in terms of scores on the Attitudes toward Women Scale which measures attitudes concerning the rights and roles of women.

Sex role stereotypes were defined as values and expectations that prescribe attitudes and behavior solely on the bases of one's sex.

Hypotheses

This study focused on comparisons of the students' attitudes toward women, as measured by the Attitudes toward Women Scale (Spence, Helmreich, & Stapp, 1973). The following hypotheses were formulated:

1. There would be no significant difference between the attitudes toward women of child development students and of psychology students, as measured by the pretest.

2. Following the treatment, the attitudes toward women of child development students would be less stereotyped and sex biased as measured by the posttest.

Limitations of the Study

1. Participation of the students in the testing was voluntary.
2. Participation of the faculty and staff in the in-service sessions was voluntary.
3. Participation of the students in the training program was voluntary, and exposure to treatment was not consistent for all students in all classrooms.
4. The enlistment of the sample through the classroom setting might have added the weight of the instructors' opinions to students' expressed attitudes.
5. Inconsistent influence of instructors due to individual selection and use of nonsexist materials was not controlled.
6. Expressed attitudes might not be reflective of behavior.

CHAPTER II

REVIEW OF RELATED LITERATURE

In recent years, the values and consequences of sex role stereotyping have been examined by researchers such as Sandra Bem (1970, 1972, 1974). Findings indicate that there exists a strong cultural concensus about the differing behaviors and interests of women and men. The detrimental effects of stereotyping and related sex bias have been well documented in volumes such as Sexism and Youth, edited by Gersoni-Stavn (1974) and Woman in Sexist Society, by Gornick & Moran (1971).

The literature of child development repeatedly cites sex differences. However, a number of myths about the psychological characteristics of the two sexes have been exposed by Maccoby and Jacklin who completed three years of research in 1974. They reviewed and interpreted over 2000 books and articles on sex differences in motivation, social behavior, and intellectual ability. Their findings indicate that sex differences do not occur in early childhood, but emerge when children are eleven or twelve years old, after years of socialization. The authors concluded that careful observations and measurements will probably show no sex differences when observers can free themselves of biased expectations.

In addition to much misinformation concerning real sex differences, there seems to be some confusion regarding terminology. Sex role defines femininity/masculinity. It is social behavior that is prescribed by tradition. The individual "plays" her or his part according to sex type. Sexual identity defines femaleness/maleness. It relates to unity and persistence of personality. Having a positive sexual identity means feeling good about oneself, enjoying one's body, respecting oneself as a person who is female or male, and expressing oneself in sexual relationships.

A person's sexual identity or gender is determined biologically and related to reproductive roles: women menstruate, gestate, and lactate; men do not. Clinical research in sexual differentiation from conception to maturity conducted by Money and Ehrhardt at John Hopkins Hospital and School of Medicine indicated that a positive sexual identity is dependent upon adequate information concerning reproductive roles, which should be taught in early childhood (Money & Ehrhardt, 1972).

An individual's sex role, on the other hand, is determined by the culture and is the result of a learning process which is quite independent of chromosomal, gonadal, or hormonal sex. The masculine stereotype seems to reflect a "competency" cluster and includes attributes such as being independent, objective, active, competitive, logical, skilled in business, worldly, adventurous, able to make decisions easily, self-confident, always acting as a leader, and ambitious. A relative absence of these traits characterizes the feminine stereotype which is defined as the "warmth and expressiveness" cluster. Women are perceived as being gentle, sensitive to the feelings of others, tactful, religious, neat, quiet, interested in art and literature, and able to express tender feelings. Men, relative to women, are perceived as lacking in these characteristics.

These stereotypes are persistently presented to children by their families, teachers, and the mass media, thus preparing them for their prescribed adult roles: females as housekeepers, mothers, and wives; males as bread-winners, decision-makers, and protectors. By age three, children know whether they are female or male. By age five, children have learned to conform to expectations of appropriate behavior and to accept the relative statuses of girls and boys, women and men.

In The Psychology of Sex Differences (1974), Maccoby and Jacklin reviewed the theories of Kagan (1964, 1965), Mischel (1966), Lynn (1962, 1966, 1969), Kohlberg (1966), and others. They concluded that a child aquires sex role stereotyping through observation and imitation of same-sex and, to a lesser degree, opposite-sex models. Thus, she or he learns to reproduce the actions, attitudes, and emotional responses exhibited by the models, both live and symbolic. Values are further incorporated through reinforcement by parents, teachers, and other agents involving reward, non-reward, and punishment related to specific behaviors. In addition, self-socialization occurs as a result of the child's active structuring of her or his own experiences, motivated by the need to preserve a stable self-image. The child must have a clear conception of her or his own sexual identity: she (or he) is and always will be a girl (or boy). From this critical foundation, the child seeks to determine what behavior is appropriate, positively valuing those objects and acts consistent with her or his own sexual identity. The child then attempts to match her or his own behavior to a set of stereotyped rules which she or he conceives to be sex-appropriate.

Children's books are read repeatedly at a time when children are becoming aware of their own sexual identities. By presenting a view of the world outside the immediate environment, books reflect social norms and cultural values which have a profound emotional and intellectual impact on young children.

Numerous studies of sex role stereotyping in children's books have been undertaken, including a statistical analysis of Caldecott Medal and Newberry Award winners by Lenore Weitzman (1972). The studies found females consistently underrepresented in titles, central roles, pictures, and stories in every sample of books. Boys and men were depicted as active, capable, resourceful, autonomous, brave and adventurous. Girls and women were portrayed as dependent, passive, incompetent, fearful and helpful. The cumulative effect of stories, books, and poems which consistently present and idealize stereotypical values as acceptable persuades children to recognize and even prefer the prescribed roles for each sex.

Sex role socialization through stereotypic models and differential systems of rewards and punishments, affects both sexes in terms of self-actualization, personal growth, self-sufficiency, and competence in the world.

Girls suffer from a loss of self esteem, a loss of academic potential, and lack of motivation for achievement. Young girls are less self-confident than boys and hold lower opinions of themselves in general. The negative self-concept of girls grows progressively worse with age, and by the time they reach college, women have become prejudiced against other women. Studies reviewed by Kagan (1964), Lynn (1966), and Weitzman

(1972) supported the theory that girls at every age are less likely to prefer the feminine role.

Maccoby in The Development of Sex Differences (1966) found that girls begin life as better achievers than boys, but they gradually fall behind as they become socialized. This loss of potential is related to increased peer group pressures concerning appropriate sex role behavior--feminine girls should not appear too smart or surpass boys in anything.

Girls are taught early to have fewer aspirations than boys because fewer opportunities lie open to them. More seriously damaging is the lack of motivation to choose among alternatives which is caused by the conflict between femininity and intellectual achievement. Matina Horner investigated this double bind for bright women in 1969, pointing out that the motive to avoid success is a disposition acquired early in life along with other sex role standards. Horner defines it as the fear that success in competitive achievement situations will lend to negative consequences, such as unpopularity and loss of femininity. The result is an inhibition of achievement motivation in woman.

The healthy human development of boys is also restricted by the stereotyped male stoic superboy image. It places upon them the burden of always having to be strong, never dependent or needy, and demands that they suppress "unmanly" emotions such as tenderness, sensitivity, and fear. Admonitions against doll play and other forms of nurturing deprive boys of the necessary skills for sensitive, effective fathering. Males are allowed and even encouraged to be incompetent at cooking, laundering, and similiar chores, and are led to expect service from women, especially their wives. Jerome Kagan (1964) determined that the adoption of masculinity involves the rejection of femininity, thereby teaching hostility toward women through punishment of girl-like activities and attitudes to produce sex-types behavior in boys. The disdain and devaluation toward things considered feminine is generalized toward all females as representatives of this despised role.

The educational system, through its curriculum activities, administration, budgeting, and explicit policies, either passively or actively supports differential treatment for girls and boys. Teachers play a major role in inculcating and supporting children's sex role values and standards. Guttentag and Bray in Beyond Sex Roles (1977) reviewed research conducted in the classroom which documents sex-biased behaviors, attitudes, and expectations of the teacher. Although no teacher reported feeling differently toward girls and boys or treating them differently, classroom observations of the same teachers revealed clear differences in teacher-girl-boy interaction patterns. Verbal directives and unconscious communications involving tone of voice, facial expressions, gestures, posture, and touch convey expectations of forthcoming behavior and produce a major impact on the development of children. Boys are trained for more independent behavior and intellectual achievement. while girls are trained for social approval and conformity.

The influence of male teachers in the classroom is unclear because of the scarcity of male teachers of young children. However, there is some indication that female-male team-teaching might maximize both girls' and boys' play with cross-sex type toys, and may increase cross-sex cooperative and assertive play (Guttentag & Bray, 1977).

Selma Greenberg (1973) conducted a study to define a more egalitarian direction for the schooling of young children and to modify children's sex role perceptions and aspiration levels. The necessity for affirmative programming and a structured curriculum that deals directly with sex role stereotyping resulted in a program of teacher training as well as a curriculum for children. The Basic Human Needs Curriculum, which was introduced into the ongoing program of the Hofstra Child Development Center, focused the preschool learner on the basic needs of all humans regardless of sex, race, or class. It helped to engender a respect for professions, crafts, and vocations which are organized to satisfy human needs for food, clothing, shelter, love and affection, health, recreation, and community. Still and motion pictures were taken throughout the program and shown to the children regularly to enhance the children's perceptions of developing capabilities and to encourage and reinforce development of independent, autonomous and assertive behaviors. The children showed measureable gains in intelligence, but perceptions of role behavior did not significantly change over the 12 week period.

The Women's Action Alliance researched and developed a Guide to Non-Sexist Early Childhood Education (1974). Barbara Sprung designed a curriculum to free girls and boys of sex role stereotyping and allow them to develope to their fullest potential, unhampered by socially imposed restrictions regarding "appropriate" behavior for each sex. The project included extensive consciousness-raising work with the teachers, administrators, aides, parents, and support staff members of each center through questionnaires and discussion groups. With the help of Carol Shapiro, she also developed nonsexist materials such as lotto games, flannel boards, puzzles, and Community Helper figures for block accessories which are now available commercially. The Alliance project stressed the endless possibilities of teacher-made materials and also suggested adaptations of less desirable materials through editing and supportive discussions.

A Nonsexist Intervention Program described by Guttentag and Bray in Undoing Sex Stereotypes (1976) involved kindergarten, fifth grade, and ninth grade girls and boys in three school systems in the Boston area. The aim of the six week project was to encourage individual openness and flexibility as girls and boys considered adult occupational, family and socioemotional possibilities for both women and men. For example, curriculum materials were used which demonstrated that women could be competent and skilled at occupations which they had chosen in accordance with their abilities and training, despite stereotyped definitions of such jobs. The enrichment of men's lives, which occurs with an increase in traditionally "feminine" qualities, like sensitivity, gentleness, and nurturance, was depicted in materials about relationships with spouse, children, friends, and peers. Results from the study provide strong support for the potential effectiveness of nonsexist intervention within the schools for children at any age. Teacher awareness and teacher behaviors were found to be critical factors, i.e., the teacher who cared about the issue of sexism in roles and society and who used the provided curriculum regularly and creativily, could change the attitudes of the students. The authors offered the following recommendations for initiating programs to assess and reduce sex role stereotyping:

1. Clear and relevant research materials should be presented,

suggesting the need for schoolwide efforts to determine whether sex role stereotyping exists, to what extent, in what areas, and in what ways.

2. Major responsibility for assessment and implementation of any changes in programs or materials should lie with teachers. Initially they need to critically examine their own content areas, curricular units, textbooks, classroom practices, etc., for sex bias.
3. Optimum results could be obtained by the development of workshops or in-service training programs, with teachers working out approaches and materials that are suitable and relevant to their specific courses.
4. Teachers must be fully involved in creating and understanding the materials they will use in their own classrooms; they will be most aware of their students' needs and interests and be more sensitive to the nature of the community they work in.

Summary. The need for an affirmative program and curriculum designed specifically to overcome sex bias and stereotyping has been clearly demonstrated. Equality in education has been mandated by Title IX and is necessary to prevent the lifelong damaging effects of discrimination on the basis of sex. At the state level, there are several programs funded by the Women's Educational Equity Act geared toward assisting displaced homemakers and training women to find employment in nontraditional jobs. However, there are no known programs proposing the elimination of stereotyping before it occurs by training teachers of young children. Child care providers can effectively facilitate the elimination of sex stereotyping and sex bias by a) providing a nonsexist learning environment, including materials and curriculum, b) by encouraging the development of interests and competencies in broad range of areas, c) by exposing children to non-stereotypical role models in the classroom and community, and d) by enlisting the cooperation of parents. As a training program for child care providers, the Child Development Department at San Antonio College has an opportunity and a responsibility to develop curriculum materials free of sex role stereotyping, and to provide training in methods, techniques, and procedures to overcome sex bias and sex stereotyping.

CHAPTER III

METHODOLOGY

Project Staff

The Project Facilitator is an instructor in the Child Development Center, has conducted prior research relating to sex roles, and has been actively involved in providing a nonsexist education for young children during the past seven years. Responsibilities and duties concerning the project included, but were not limited to, the following:

- Preparation and presentation of in-service training sessions for faculty, staff and student assistants.
- Coordination of arrangements for consulting services, including promotion, preparation, and presentation of workshops and seminars.
- Supervision of a model program for young children, including establishment of a nonstereotyped environment, development of a nonsexist curriculum, and demonstration of appropriate intervention techniques.
- Coordination of arrangment for video-taping of project workshops, interviews, and students activities with young children.
- Facilitation of educational programs for parents.
- Supervision of research, including administration of pretests and posttests, and analysis of data.

- Supervision of Resource and Information Center activities, including reviewing, rating, and coding educational materials for sexism, and preparing and disseminating descriptive brochures.
- Compilation of lists of resources and preparation of suggested activities for in-service and pre-service training sessions.

The position of Resource and Information Center Coordinator was not filled until late in the fourth month of the project resulting in numerous delays in the accomplishment of project tasks. Once hired, the Coordinator was able to draw on five years previous library experiences, including children's librarian, community services, acquisitions, and circulation. Her bilingual skills were particularly valuable in working with students and child care providers in the community. Responsibilities and duties of the Resource and Information Center Coordinator included, but were not limited to, the following:

- Organization of a resource and information center for the Department of Child Development, including processing and cataloging resources, maintaining books and shelves, maintaining inventory and circulation records, and compiling circulation statistics.
- Instruction for students and instructors in use of the laminating machines and audio-visual equipment.
- Assisting with the preparation and presentation of educational workshops and exhibits on and off campus.
- Video-taping students' activities and supervising viewing of video-tapes.

- Coordination of acquisition and scheduling of multi-media materials for instructors.
- Evaluation of resource materials for sexism.
- Assisting with the compilation of statistical data related to program evaluation.
- Performance of clerical duties.

The Student Assistant was enrolled in the Child Development Associate Degree program and was hired to work part-time from September through May. He enthusiastically supported the goals of the project and served as a nurturant male role model in the exemplary program for children. Responsibilities and duties concerning the project included, but were not limited to, the following:

- Assisting the Project Facilitator in the classroom with young children, including supervising educational activities for children, selecting and arranging appropriate games and learning materials, arranging displays of children's art work, and preparing parent bulletin boards.
- Assisting with the preparation and presentation of educational workshops and exhibits on and off campus.
- Assisting the Resource and Information Center Coordinator with organizing and maintaining materials in the resource center, and video-taping student activities.
- Assisting with the compilation of statistical data related to program evaluation.

Consultants

An agency in Houston provided consulting services during the facilitation, implementation and evaluation phases of the project. The agency staff, with master's and doctoral level degrees in social work, education, medicine, and psychology, have experience and skills in counseling, consultation, communications, teaching, and organizational planning. The following services were provided for the Project:

- Technical assistance in the selection and use of evaluation measures.
- Suggestions for the identification and acquisition of adult resources.
- Assistance with methods and procedures for effective project management.
- Technical assistance in the compilation of the final report.

An out-of-state consultant with previous experience as a teacher of young children and as an instructor at the community college level, was selected to provide a positive, male-oriented view of nonsexist education. He provided the following services for the project:

- Presentations of workshops for faculty, staff, students, parents, and child care providers in the communtiy.
- Small-group presentations and informal discussion sessions with faculty and students.
- Suggestions of resources and bibliographies of related materials.

A third consultant is a statistician at a state university and has had extensive experience in statistical design and analysis of research. He provided the following services for the project:

- Assistance in selecting an appropriate research design and determining required methodology.

- Development of computer programs for analysis of data.
- Assistance with the interpretation of statistical findings.

Overview of the Project

The project was undertaken to identify and facilitate the elimination of sex bias and sex role stereotyping in a vocational training program. The project activities were directed toward the following objectives:

1. In-service training of 18 faculty and staff members to use a nonsexist approach to teacher training.

2. Training of 375 child care providers to use a nonsexist approach to child development.

3. A model program of nonsexist curriculum development.

In order to evaluate the effectiveness of the training program, a comparative study was conducted to identify and measure changes in student attitudes concerning sex bias and sex role stereotyping. A modified version of the Randomized Solomon Four-Group Design was used with experimental and control groups to determine the effects of the intervention and any measurement effects. The Attitudes toward Women Scale was used as a pretest and posttest instrument.

Instrument

The Spence-Helmreich-Stapp (1973) Attitudes toward Women Scale (AWS) was selected to be administered to students because of its appropriateness to both sexes, its ease of administration, and its tendency to elicit strong attitudes (see Appendix A). The Likert-type scale consists of 25 items containing statements about the rights and roles of women in the following areas: social-political spheres, equal pay and job opportunities, social manners, dating and courtship behavior, marriage and divorce, household responsibilities, and child rearing. Each item has four alternatives, including agree strongly, agree mildly, disagree mildly, and disagree strongly. The score for each item may range from 0 to 3, with 0 representing the most traditional/conservative response. A total score of 75 is possible. Reliability was inferred by the stability of the distributions of scores from several samples reported by the creators of the measure (Spence & Helmreich, 1972a; Spence, Helmreich, & Stapp, 1973).

Sample

The experimental group consisted of 375 students, representing 20 class sections, selected from all day and evening courses in the child development department. All child development students were involved in the treatment aspect of the research, and were randomly assigned to pretest-posttest or posttest only groups.

The control group consisted of 718 students, representing 25 class sections, selected from "Introduction to Psychology" and "Child Growth and Development" courses in the psychology department. Subjects were randomly assigned to pretest-posttest or posttest only groups.

The student population of San Antonio College reflects the ethnic ratio of the community. Enrollment figures for fall 1978 indicated the following percentages: 49.58% white, 5.93% black, 39.21% Hispanic, 1.09% Asian/Pacific Islander, 0.57% American Indian/Alaskan Native, and 3.62% nonresident/foreign national. The sample was predominantly female, with a large majority of the students in the under 25 age bracket. The average family income was between $10,000 and $15,000.

The in-service training involved 8 full-time and 6 part-time faculty members, and 4 staff persons. The faculty and staff are female, with one exception, and ages range from 26 to 60.

Procedures

Permission to conduct the research was obtained from the president of San Antonio College, the chairpersons of the departments of child development and psychology, and the instructors of all classes involved. Participants were informed of the purpose of the study through a letter attached to the questionnaire and verbally by the investigator.

Pretests were administered in the child development department during October 23-27, and in the psychology department during November 13-17, 1978. Posttests were administered during the last three weeks in April, 1979. Subjects were requested to complete the Attitudes toward Women Scale during class time or to make an appointment to go to the psychology testing room during a free period. Personal data, including sex, age, major field of study, projected occupation, level of education, family income, marital status, and age at marriage, were also requested from each subject. The completed questionnaires were returned to the investigator. Administration of the test averaged ten minutes.

Intervention Methods

The methods used to accomplish the three objectives of the project, including in-service training, training of child care providers, and development of a model program tended to overlap and augment each other. A chart identifying the various project activities is shown in Figure 1. A more detailed description of the procedures follows.

In-service Training. It was determined that in-service training for Child Development faculty and staff members was essential to increase their awareness of sex bias and sex role stereotyping, and to involve them in the assessment and implementation of any changes in programs or materials. The underlying purposes of the training were a) to acquaint the department personnel with the theoretical basis and practical implications of nonsexist curriculum development, including opportunities to select and use a variety of nonsexist resources, and b) to facilitate the coordination of students' classroom and practicum experiences in the Child Development Training Center and in field sites.

The first training session was conducted as an introduction of the project (see Table 1). Each semester, instructors were provided with an extensive list of recommended audio-visual resources and were requested to select and use with students those materials which would be most appropriate for their own content areas and curricular units (see Appendix B). By the spring semester, adult resources and educational materials for children had been received and catalogued, and were made available (see Appendices C and D).

A needs assessment was conducted in November to determine more specific training requirements (see Table 2), resulting in a training session which was implemented on January 8 (see Table 3).

Faculty and staff members were encouraged to make full use of the services provided by the consultant from out-of-state. Copies of

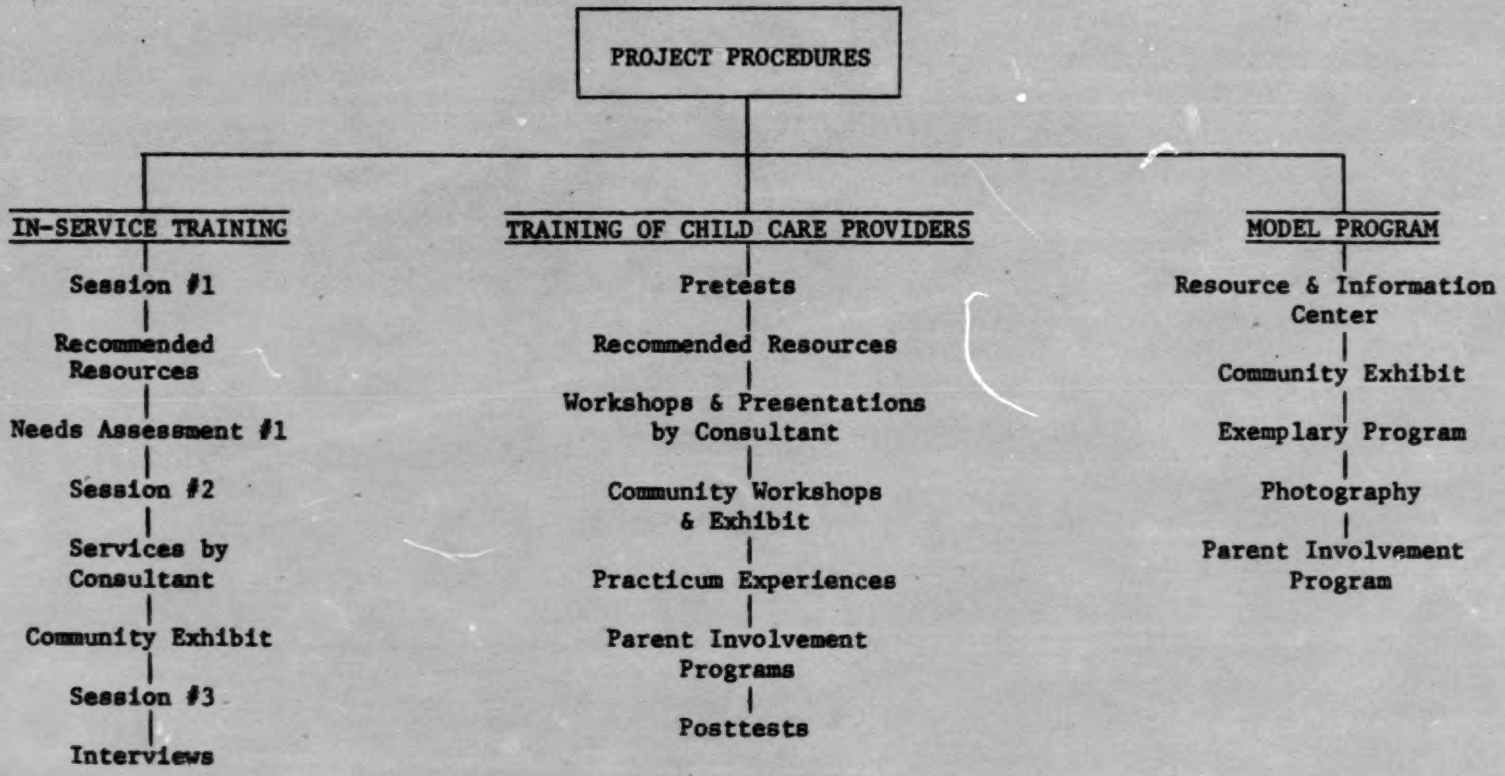
PROJECT PROCEDURES
IN-SERVICE TRAINING
Session #1
Recommended Resources
Needs Assessment #1
Session #2
Services by Consultant
Community Exhibit
Session #3
Interviews
TRAINING OF CHILD CARE PROVIDERS
Pretests
Recommended Resources
Workshops & Presentations by Consultant
Community Workshops & Exhibit
Practicum Experiences
Parent Involvement Programs
Posttests
MODEL PROGRAM
Resource & Information Center
Community Exhibit
Exemplary Program
Photography
Parent Involvement Program

Figure 1. Project Procedures

Table 1

IN-SERVICE TRAINING SESSION #1

Dates

August 28 and August 29, 1978

Attendance

The sessions were attended by 8 full-time and 3 part-time faculty members.

Objectives

1. To acquaint faculty members with the purpose and planned procedures for the project.
2. To provide a forum for expressing concerns about expectations for faculty participation.

Agenda

1. Introduction and overview of project.
2. Costs and benefits to faculty members.
3. Explanation of research instrument.
4. Question and answer period.

Supplemental Materials

1. Copies of abstract of project proposal.
2. Copies of research instrument: Janet T. Spence, Robert Helmreich, and Joy Stapp, "A short version of the Attitudes toward Women Scale (AWS)," Bulletin of Psychonomic Sociology, 2, No. 3 (1972), 219-20.

Table 2

IN-SERVICE TRAINING NEEDS ASSESSMENT #1

Date

November 28, 1979

Participants

Responses were returned by 12 faculty and staff members.

Compilation of Results

1. Suggested content areas: Please check areas in which you need information, clarification, and/or feedback (testing your perceptions with those of others.)

    7 1. Practical implications of nonsexist curriculum development
    5 2. Definition of terms

        4 Sex Roles
        3 Stereotyping
        1 Male/Female
        3 Socialization
        4 Gender
        3 Sexual Identity
        2 Sexist/Nonsexist
        7 Androgyny
        2 Masculine/Feminine
        0 Other (please specify)________

    4 3. Theoretical basis: the process of socialization
    7 4. Research findings

        6 Sex differences
        6 Teacher expectations
        4 Pervasiveness of stereotyping

    5 5. Effects of stereotyping

        5 Self-concepts of girls and boys, women and men
        2 Aspirations of girls and boys
        2 Achievements of women and men
        6 Discrimination: overt and covert

    6. Other (please specify)________________________________

Table 2 - Continued

2. Formats: Check one or more

  3 1. Suggested readings
  9 2. Informal discussion
  3 3. Reports by individuals on specific readings and/or content areas.
  7 4. Audio-Visual materials
  7 5. Consciousness raising exercises
  4 6. Lecture/Presentation
  ___ 7. Other (please specify)______________________________

3. Contract for Participating

  12 1. I am willing to attend the session.
  14 2. I am willing to participate by sharing my own attitudes and perceptions during the session.
  10 3. I am willing to evaluate the training session and offer suggestions for modifications and/or extentions.
  4 4. I am willing to read and report on at least one article relative to the following specific content area: ________
  ____

4. Additional Suggestions

  I am especially interested in______________________________
  ____

  I would like most to discuss______________________________
  ____

  Other topics I feel are important are______________________
  ____

Table 3

IN-SERVICE TRAINING SESSION #2

Date

January 8, 1979

Attendance

The session was attended by 14 faculty members, staff persons, and student assistants.

Objectives

1. To identify and evaluate the process of sex role socialization.
2. To identify and analyze the effects of sex role stereotyping on human development.
3. To identify one's own sex biased attitudes and differential expectations of behavior.
4. To analyze the theoretical basis and practical implication of nonsexist curriculum development.

Agenda

1. Awareness exercises: "Heroes and Heroines" and an adaptation of "Role Models", (Sargent, 1977, 25, 32).
2. Reports/discussions of individual readings.
3. Awareness exercises: "Pictorial History of My Sex Roles", (Sargent, 1977, 26).

Suggested Readings

Chasen, Barbara, "Sex-role stereotyping and prekindergarden teachers." The Elementary School Journal, 1974, 74, 220-235.

Freeman, J. "The social construction of the second sex". Pittsburgh: KNOW, 1970.

Horner, M. "Fail: Bright Women". Psychology Today, Nov., 1969, 3, 35-8, 62.

Horner, M. "Toward an understanding of achievement-related conflicts in women". Journal of Social Issues, 1972, 28, (2), 157-175.

Table 3 - Continued

Guttentag, M., H. Bray. Teachers as mediators of sex-role standards. In A. Sargent(Ed.), *Beyond Sex Roles*. New York: West, 1977, 395-411.

Henley, N., B. Thorne. Womenspeak and manspeak: Sex Differences and sexism in communication, verbal and nonverbal. In A. Sargent (Ed.), *Beyond Sex Roles*. New York: West, 1977, 201-218.

Preciado de Burciago, C., V. Gonzales. The chicana as feminist. In A. Sargent (Ed.), *Beyond Sex Roles*. New York: West, 1977, 266-274.

Tavris, Carol. Stereotypes, socialization, and sexism. In A. Sargent (Ed.), *Beyond Sex Roles*. New York: West, 1977, 168-177.

Wales, Elizabeth. Sexual identity: An unknown. In A. Sargent (Ed.), *Beyond Sex Roles*. New York: West, 1977, 219-229.

Evaluation

The participants commented that the activities were presented in a clear and interesting manner which encouraged active involvement. The reports on readings were considered helpful in exploring individual attitudes and beliefs, and the awareness exercises were appropriate for use in working with students and parents. Suggestions for future training sessions included discussions of the influence of pre-school teachers on the sex role development of children, and male/female work relationships.

all handouts and suggested readings were distributed to faculty members in advance, and additional copies were printed for distribution to classes upon request. Arrangments were made for all department personnel to attend the workshop presentations, and opportunities were provided for individual and small group conferences, as well as informal sessions for social interaction (see Table 4).

An exhibit by the Resource and Information Center and workshops on nonsexist curriculum development were prepared for the annual conference of the San Antonio Association for the Education of Young Children on March 24, 1979. Faculty and staff members were encouraged to attend the exhibit, and a description of procedures and copies of handouts were distributed to full-time and part-time child development instructors.

A third training session was conducted on May 2, to more thoroughly acquaint faculty members with the organization and services of the Resource and Information Center (see Table 5). A needs assessment for future in-service training was distributed, (see Table 6) and appointments for individual interviews scheduled.

Finally, interviews were conducted with faculty members to obtain information concerning the utilization of resources and evaluation of project activities (see Table 7).

Training of Child Care Providers. The training of child care providers to use a nonsexist approach to child development included classroom instruction and practical experiences in methods, techniques, and procedures to overcome sex role stereotyping in educational programs for young children.

Table 4

SCHEDULE FOR CONSULTANT

Date	Time	Activities
1/28/79	1:00 pm	Planning meeting with Project Facilitator
1/29/79	9:00 am	Coffee - Reception
	12:30 pm	Conference with faculty members
	1:30 pm	Meeting with TV Coordinator to schedule video-taping
1/30/79	9:00 am	Workshop: DEVELOPING A NONSEXIST EARLY CHILDHOOD CURRICULUM
	12:15 pm	Presentation: BEING MALE - for Early Childhood Education class
	2:00 pm	Video-taped interviews #1 and #2
	6:45 pm	Presentation: BEING MALE - for Child Development Associate Training class
1/31/79	8:30 am	Visit with 4 year old children
	12:15 pm	Workshop: MAINSTREAMING MEN INTO EARLY CHILDHOOD EDUCATION
	6:30 pm	Workshop: DEVELOPING A NONSEXIST EARLY CHILDHOOD CURRICULUM
2/01/79	10:00 am	Video-taped story with children and older visitors from nursing home
	12:15 pm	Informal discussion: students assigned to Child Development Training Center classes.
	1:40 pm	Informal discussion with Early Childhood Health Education class
	2:30 pm	Informal discussion with Comprehensive Child Care Programs class
	6:00 pm	Informal discussion with PASE (Handicapped Program)
	7:00 pm	Dinner with faculty
2/02/79	8:00 am	Presentation: BRITISH INFANT SCHOOLS - for Introduction to Child Care class
	9:00 am	Presentation: CREATIVE ENVIRONMENTS - for Creative Expression in Child Development class
	10:00 am	Presentation: BRITISH INFANT SCHOOLS - for Introduction to Child Care class

Table 4 - Continued

Date	Time	Activities
2/02/79	11:00 am	Meeting with Vocational Technical Dean
	11:30 am	Video-taped interview #3
	1:00 pm	Presentation: BEING MALE - for Techniques of Child Guidance class
	2:00 pm	Visit with 3 year old children
	6:00 pm	Evaluation meeting with Project Facilitator

Table 5

IN-SERVICE TRAINING SESSION #3

Date

May 2, 1979

Attendance

The session was attended by 6 full-time faculty members and 2 staff persons.

Objective

To acquaint department personnel with the organization and services of the Resource and Information Center.

Agenda

1. Explanation of the coding system.
2. Demonstration of the catalogue system.
3. Registration by faculty members to check-out materials.
4. Distribution of brochures to be disseminated to students during classes.
5. Informal browsing period.

Supplemental Materials

1. Copies of description of procedures
2. Copies of brochures

Table 6

IN-SERVICE TRAINING NEEDS ASSESSMENT #2

Date

May 2, 1979

Participants

Responses were returned by 6 faculty members.

Compilation of Results

Suggestions for future in-service training:

1. Content
   - Information on specific tools to help teachers and parents become more aware of their own stereotyping tendencies
   - Assistance with revising handouts using nonsexist language
2. Materials
   - Lists of available nonsexist resources
   - Master list of films and handouts coded by semesters to prevent repetition by instructors
3. Format
   - Monthly discussion periods for faculty members to explore different aspects of nonsexist education
4. Consultants
   - More consultants available at different times during the semester
   - Resource persons available for short discussion periods with individual classes

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Table 7

INTERVIEWS WITH FACULTY

Analysis of Textbooks

Textbooks for child development courses were evaluated as generally nonsexist, with the following exceptions:

- Some texts used the universal pronoun "he" when referring to children, and used "she" when referring to teachers.
- Illustrations tend to depict boys in more action oriented activities than girls.

Implementation of Nonsexist Approach to Teacher Training

1. Personal awareness resulting in more careful selection of nonsexist terminology in teaching and non-teaching situations.
2. Revisions of existing handouts to eliminate sexist language and stereotypical descriptors.
3. Emphasis on equal treatment of children, permitting the same opportunities for development without regard to sex.
4. Suggestions for selecting nonsexist toys for young children.
5. Discussions of the interaction of culture and sex bias.
6. Demonstrations of stereotypical activities which have traditionally been presented to children, with specific suggestions for alterations.
7. Assignment of class exercises in observing and evaluating sex role stereotyping in preschool environments.
8. Conferences and informal discussions with parents to involve them in creating a nonsexist environment for children.

Utilization of Nonsexist Resources

1. Evaluations of audio-visual materials were very positive. Instructors generally plan to schedule both rented and purchased materials for future use.
2. The children's resources, including books, records, toys, games, and motor development equipment, were used successfully and were highly recommended by the instructors in the Child Development Training Center.
3. Handouts and suggested readings made available through the Resource and Information Center were used with students and will be included in future units or modules.

Student attitudes concerning sex bias and sex role stereotyping were identified and measured by the Attitudes toward Women Scale which was administered as a pretest and posttest instrument.

Films, filmstrips, and slides were used by instructors in classrooms and in the Child Development Training Center to introduce students to the theories of sex role socialization and the damaging effects of sex bias (see Appendix B).

Workshops and presentations by the consultant were scheduled during regular class meeting times to encourage maximum student participation (see Table 4). The consultant provided examples and specific suggestions for the following:

- observation and evaluation of preschool environments for sexism,
- selection and use of nonsexist toys and educational materials,
- selection and use of nonsexist children's books (see Tables 8 and 9).

The community workshops and exhibit, sponsored by the San Antonio Association for the Education of Young Children, provided an opportunity for Child Development students and child care providers from the community to become more familiar with resources and methods for developing nonsexist curricula for young children (see Table 10). Students were encouraged to attend the conference and participate in a variety of programs of their choice.

Students assigned to practicum experiences in the Child Development Training Center were required to plan and implement activities for young children in the following curricular areas, including art,

Table 8

DEVELOPING A NONSEXIST EARLY CHILDHOOD CURRICULUM

Dates

January 30 and January 31, 1979

Participants

Announcements were mailed to 262 licensed child care centers in the following counties: Atascosa, Bandera, Bexar, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, Medina, and Wilson. Announcements were also placed in all faculty mail boxes; posters were distributed throughout the campus; and the topics and times were displayed on the campus marquee. The sessions were attended by 136 persons, including faculty, staff, students, parents, and community child care providers.

Objectives

1. To provide workshop participants with an opportunity to reexamine their own thinking concerning sexism in society in general and in early childhood education specifically. To provide the opportunity to share ideas and concerns in this area with fellow workshoppers.
2. To develop an awareness of the urgent need in education, specifically early childhood education to recognize the long-term damage sexist attitudes on the part of teachers, aides and parents can have upon young children's thoughts and future life roles.
3. To depart from the workshop/lecture presentation with a renewed awareness of sexist attitudes and teaching materials STILL in use and to become familiar with newly developed teaching materials, children's literature and toys/games (manufactured and teacher/parent made) now becoming available to persons involved in the field of early childhood education.

Agenda

1. Introduction by Project Facilitator
2. Overview of sexist attitudes encountered in our society and more specifically in the early childhood learning environment
3. Reading of My Daddy is Special, Too by David L. Giveans, (currently under consideration for publication) and passages from The Velveteen Rabbit by Margery Williams
4. Two-screen, 45 minute slide/lecture presentation
5. Audience interaction

Table 8 - Continued

Supplemental Materials

Giveans, David L. Developing a nonsexist environment. In Michicagan Council of Cooperative Nurseries, Offspring, Fall/Winter, 1978, 20, (1), 26-31.

Giveans, David L. (Comp.). Picture books and stories for early childhood education dealing with boys and men in nurturing and nontraditional roles - Bibliography.

Observation tool: Sex role stereotyping in preschool. Source unknown.

Evaluation

The participants rated the training sessions highly, stating that goals were clearly stated, resources were useful and adequate in quantity, and sufficient opportunities were provided for discussion. The slide/lecture presentation effectively increased personal awareness of sex role stereotyping. The review of literature was considered particulary helpful in planning future work with parents and children. One participant stated, "I think that working with children would be the best way to start a nonsexist society." Additional workshops on related topics were requested, with one suggestion for a television program aired on prime time.

Table 9

MAINSTREAMING MEN INTO EARLY CHILDHOOD EDUCATION

Date

January 31, 1979

Participants

Announcements were mailed to 262 licensed child care centers in local and surrounding counties. Sessions were open to all faculty, staff, and students of the college, as well as child care providers from the counties. The session was attended by 90 persons.

Objectives

1. To provide workshop participants with an opportunity to reexamine their own thinking concerning the stereotypic roles men have placed themselves and have been placed in our society in general and specifically with the interactions with young children.
2. To develop an understanding on the part of each workshop participant of the vital need for effectively mainstreaming men as free nurturers into the lives of young children both in the preschool and home environment. To further comprehend methods both men and women can adopt together to establish free nurturing roles to choose from.
3. To depart from the workshop with an acute awareness of the nurturing roles men have been historically relegated to in our society and in many cases still practice today. To also carry from the workshop ideas, methods and materials available to men and women to effectively provide children with free nurturing roles to choose from.

Agenda

1. Introduction by Project Facilitator.
2. Overview of male socialization in American society.
3. Reading of My Daddy is Special, Too.
4. Two-screen, 500 image slide and sound presentation.
5. Audience interaction.

Supplemental Materials

Chesler, Phyllis. A psychologist takes on male mythology. Ms, April,

Table 9 - Continued

1978, 50, 79-80.
Gelman, David, et al., How men are changing. Newsweek, January 16, 1978, 52-56, 59-61.
Giveans, David L. (Comp.). Books discussing men in nurturing roles - Bibliography.
Giveans, David L. Men in nurturing roles. In Northern California Association for the Education of Young Children, The Bulletin, Winter, 1978, 2, (2), 6.
Green, Maureen. Fathering: A daily habit. American Baby, June, 1977, 50, 53.
Greenberg, Marvin. The male early childhood teacher: An appraisal. Young Children, June 1977, 34-38.
Kleiman, Carol. "Good-bye, John Wayne?" Ms., April, 1978, 45-47, 77.
Nolte, Judith. Special father's day feature. American Baby, June, 1977, 43-45.
Riley, Harris D. & Karen L. Woodworth. The single parent - going it alone. American Baby, June, 1977, 54-55.
Spangler, Doug. Frankly for fathers. American Baby, June, 1977, 12, 16.
Tavris, Carol. Is this "The Year of the Man"? Ms., April, 1978, 51,78.

Evaluation

The workshop was rated highly with the goals of the session clearly met. The participants responded that the slide presentation was a "dramatic" and "shocking" portrayal of male socialization. Some of the comments are paraphased as follows:

- men can be sensitive
- I will have to think more about it
- it opened my imagination
- more men should be involved in child care
- women are unfair to men by stereotyping the male character
- I didn't realize that we stereotype men, too
- men try to live up to the "macho image"
- men and women are now accepting each other as equals
- things are changing

Future training sessions were requested.

Table 10

COMMUNITY WORKSHOPS: DEVELOPING A NONSEXIST CURRICULUM FOR YOUNG CHILDREN

Date

March 24, 1979

Sponsoring Organization

San Antonio Association for the Education of Young Children

Participants

The sessions were attended by 18 teachers and administrators of child care programs.

Objectives

1. To increase awareness by child care providers of sex role stereotyping and the advantages of nonsexist education.
2. To acquaint child care providers with materials for nonsexist curriculum development.
3. To describe the resources and services available through the Choices Project.

Agenda

1. Display of nonsexist curriculum materials, including books, records, puzzles and games.
2. Introduction and definition of terms.
3. Viewing of film The Sooner the Better. 16 mm, 27 minutes, Color. Cambridge, Mass.: Third Eye Films, 1977.
4. Evaluation of film by participants.
5. Discussion of film content and display materials.

Supplemental Materials

George, Felicia R. Guidelines for the development and evaluation of unbiased education materials. In B. Sprung, (Ed.) Perspectives on Non-Sexist Early Childhood Education. New York: Teacher's

Table 10 - Continued

College Press, 1978.
Giveans, David L. (Comp.). Books discussing men in nurturing roles - Bibliography
Giveans, David L. (Comp.). Non-sexist early childhood books for children - Bibliography.
Giveans, David L. (Comp.). Picture books and stories for early childhood education dealing with boys and men in nurturing and nontraditional roles - Bibliography.
Women's Action Alliance. Checklist for a Non-Sexist Classroom. Cambridge, Mass.: Third Eye Films, 1977.

Follow-up

A letter describing the procedures of the workshops and a description of the workshop procedures and copies of the handouts were distributed to all faculty members.

science, math, dramatic play, creative movement, music, and construction. All activities were screened by the Training Center instructors and evaluated in terms of sexism in language and content. At least one activity by each student was video-taped to allow for student self-evaluation. Students assigned to field sites were encouraged to plan activities that were nonsexist and to include all children regardless of curricular area or sex of child. The subject was also discussed with cooperating teachers or supervisor-directors, as opportunities arose.

Students also participated in the planning and implementation of educational programs for parents concerning nonsexist childraising (see Tables 11 and 12). In addition, parent bulletin boards and newsletters were prepared.

Model Program. The acquisition and evaluation of educational materials was an essential component of the model program in nonsexist curriculum development. Materials were rated and coded with colored circle stamps on the check-out cards and pockets, as follows:

1. Green--nonsexist, use as presented.
2. Yellow--minor sexism, use cautiously with adaptations in terminology or when balanced with nonstereotypical materials.
3. Red--major sexism, use only with specified adjustments.

Project materials were also processed and catalogued for easy retrieval, with the Child Development Resource and Information Center acting as a branch library. During the spring semester, the following records of services were compiled:

- 25 film rental requests from instructors were processed.
- 150 students and faculty members used the laminating equipment

Table 11

FALL PARENT MEETING

Date

November 15, 1978

Attendance

The meeting was attended by 14 parents, 20 students, 3 faculty members, and 1 staff person.

Student Involvement

Students enrolled in the Interpersonal Relationships course previewed the film and discussed the content, anticipating responses by parents. Committees were assigned to make name tags, prepare and serve refreshments, and assist with room arrangements. Students participated in the meeting by answering questions about the materials displayed in the various interest centers.

Agenda

1. Refreshments.
2. Informal display of sexist and nonsexist toys and learning materials for young children.
3. Viewing of film: Sex Role Development. 16 mm, 23 minutes, Color. New York: McGraw-Hill, 1974.
4. Discussion of the role of parents in sex role socialization of children, and possibilities for creating a nonsexist home environment.

Follow-up

The following books were made available on loan to parents:

Boston Women's Health Book Collective. Ourselves and Our Children: A Book by and for Parents. New York: Random House, 1978.
Carmichael, Carrie. Non-Sexist Childraising. Boston: Beacon Press, 1978.
Greenberg, Selma B. Right from the Start: A Guide to Nonsexist Child Rearing. Boston: Houghton Mifflin, 1978.

Table 12

SPRING PARENT MEETING

Date

March 1, 1979

Attendance

The meeting was attended by 18 parents, 33 students, 3 faculty members and 1 staff person.

Student Involvement

Students enrolled in the Interpersonal Relationships course were assigned to make name tags, prepare and serve refreshments, and assist with room arrangements. They participated in the meeting by answering questions about the book display.

Agenda

1. Video-tape of consultant for the Choices Project, telling a story to the children and visitors from a local nursing home.
2. Display of nonsexist books for children.
3. Refreshments.
4. Presentation by guest speaker, an experienced public school teacher and reading specialist.
5. Discussion of the role of parents in reading readiness.

Supplemental Materials

Copies of:

- "Reap Early Dividends by Reading to Infant" by Charlotte Asch
- "Guidelines for the Development and Evaluation of Unbiased Educational Materials" by Felicia George
- "Reading--How Can I Help My Child Get Ready?" by Joy Gill
- Bibliography of displayed materials by Lin Moore

Table 12 - Continued

Follow-Up	
Parents were encouraged to borrow children's books from the Resource and Information Center.	

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for teacher-made materials.

- 26 students were video-taped while interacting with the children in the Child Development Training Center.

An exhibit displaying samples resources, including adult and professional books, children's books, toys and games, and a continuous showing of filmstrips appropriate for use with young children was presented at the annual conference of the San Antonio Association for the Education of Young Children. A total of 93 students, parents, and child care providers from the community registered at the exhibit. Brochures describing the purpose, services, materials and facilities, location and hours of operation were distributed. Packets of materials, including copies of related articles and guidelines for evaluating sexism in educational materials, were mailed in response to 40 requests for additional information.

The exemplary program for children was implemented by instructors in the Child Development Training Center for twelve three year olds and fifteen four year olds enrolled during the fall and spring semesters. In addition to the parents of the children and the students assigned to practicum experiences in the Center, observations were made by the following visitors: 48 other child development students, 55 nursing and psychology students, 18 students and faculty members from other colleges and universities, 59 high school students, and 4 teachers and administrators of child care centers in the community.

Children's books, toys and games, dolls, climbing and physical development equipment, films, filmstrips, posters, and photographs were used effectively to facilitate a nonsexist curriculum for young children. The purposes were identified as follows:

1. To provide a nonsexist learning environment for children, including selection and use of materials, language usage, and intervention techniques.

2. To encourage the development of children's interests and competencies in a broad range of areas.

3. To expose children to non-stereotypical role models in the classroom and community.

Photography was used to reinforce the nonsexist curriculum. Slides were taken, shown to the children, and used as a basis for discussions related to non-stereotypical role models. Children were also encouraged to take photographs of each other as they participated in dramatic play situations and practiced the development of a variety of skills, such as carpentry and typing. The photographs were mounted, labeled, displayed in binders, and placed in the children's reading center.

Parent cooperation was enlisted through educational programs designed to acquaint parents with the purposes of nonsexist education and to provide access to information and supportive materials. Concepts were reinforced through individual conferences and informal contacts with Center instructors. A number of families were consciously presenting non-traditional role models by sharing child care and alternating household chores.

Analysis of Data

The Attitudes toward Women Scale scores of the child development and psychology students were used to measure differences in attitudes concerning sex role stereotyping and sex bias, and to infer the effectiveness of the training program.

A frequency/percent tabluation was programmed for the personal data provided by the subjects. Cross-tabulations compared the demographic descriptors of the experimental and control groups.

An analysis of variance compared the pretest scores by department. Responses of the students on seven subscales of the AWS, including social-political spheres, equal pay and job opportunities, social manners, dating and courtship behavior, marriage and divorce, household responsibilities, and child rearing, were averaged and compared.

The posttested subjects were grouped by pretest/posttest and posttest only and by department. An analysis of variance compared the total and subscale mean scores.

An analysis of covariance was computed to determine the effects of pretesting.

Finally, paired t-tests were computed to compare differences in pretest-posttest scores.

Summary

The Choices Project was undertaken to train child care providers to use a nonsexist approach to child development. The treatment involved training of faculty and staff members, training of child care providers, and a model program in nonsexist curriculum development. Experimental and control groups were pretested and posttested to determine the effectiveness of the training program.

CHAPTER IV

FINDINGS

The primary hypothesis of the present study involved evaluation of the effectiveness of a training program for child care providers to use a nonsexist approach to child development. Student attitudes concerning sex bias and sex role stereotyping were identified and analyzed for changes using the Attitudes toward Women Scale scores, as measured by pretest and posttest instruments.

Pretests

Pretests were administered to 87 students enrolled in the Child Development Department and 239 students enrolled in the Psychology Department. Subjects were randomly selected from the class roles for the fall semester, 1978. A frequency/percent tabulation was programmed for the personal data provided by the 326 pretested students, cross-tabulations computed, grouping the data by departments (see Table 13) to compare the experimental and control sample groups. The demographic descriptors included sex, age, level of education, major field of study, projected occupation, family income, marital status, and age at marriage. Females predominated in both departments, comprising 98.9% of the child development sample. The ages of subjects ranged from the 17-19 age bracket to over 45. The majority of students in both the experimental and control groups were under 25 years of age. The next largest age

Table 13

DEMOGRAPHIC DESCRIPTIONS OF PRETESTED STUDENTS

Sex	Child Development F	Child Development %	Psychology F	Psychology %
Females	86	98.9	161	67.4
Males	1	1.1	77	32.2
No Response	0	0	1	0.4
Totals	87	100.0	239	100.0

Age	Child Development F	Child Development %	Psychology F	Psychology %
17-19	20	23.0	106	44.4
20-24	26	29.9	84	35.1
25-29	17	19.5	23	9.6
30-34	5	5.7	11	4.6
35-39	5	5.7	5	2.1
40-44	6	6.9	4	1.7
45+	8	9.2	6	2.5
Totals	87	99.9	239	100.0

Table 13 - Continued

DEMOGRAPHIC DESCRIPTIONS OF PRETESTED STUDENTS

	Child Development		Psychology	
Field of Study	F	%	F	%
Child Development	82	94.3	30	12.6
Psychology	0	0	27	11.3
Sociology	0	0	9	3.8
Nursing	0	0	59	24.7
Elementary Teacher Aide	2	2.3	20	8.4
Other	0	0	26	10.9
No Response	3	3.4	68	28.5
Totals	87	100.0	239	100.2

Table 13 - Continued

DEMOGRAPHIC DESCRIPTIONS OF PRETESTED STUDENTS

	Child Development		Psychology	
Projected Occupation	F	%	F	%
Child Care Teacher/ Preschool Director	37	42.5	13	5.4
Medical	0	0	37	15.5
Elementary or Secondary Teacher Aide	0	0	9	3.8
Psychologist	0	0	3	1.3
Teacher	2	2.3	8	3.3
Social Worker	0	0	7	2.9
Public Relations/ Communications	0	0	6	2.5
Business	0	0	14	5.9
Other	4	4.6	32	13.4
No Response	44	50.6	110	46.0
Totals	87	100.0	239	100.0

Table 13 - Continued

DEMOGRAPHIC DESCRIPTIONS OF PRETESTED STUDENTS

	Child Development		Psychology	
Marital Status	F	%	F	%
Currently married once	26	29.9	45	18.8
Currently married 2+	5	5.7	10	4.2
Currently divorced	7	8.0	3	1.3
Currently separated	2	2.3	9	3.8
Widowed	1	1.1	1	0.4
Never married	41	47.1	167	69.9
No Response	5	5.7	4	1.7
Totals	87	99.8	239	100.1

	Child Development		Psychology	
Age at Marriage	F	%	F	%
Less than	14	16.1	21	8.8
18-19	6	6.9	14	5.9
20-21	11	12.6	15	6.3
22-24	6	6.9	15	6.3
25+	5	5.7	4	1.7
No Response	45	51.7	170	71.1
Totals	87	99.9	239	100.1

Table 13 - Continued

DEMOGRAPHIC DESCRIPTIONS OF PRETESTED STUDENTS

Family Income	Child Development		Psychology	
	F	%	F	%
Less than $4,000	13	14.9	11	4,6
$4,000-5,999	11	12.6	25	10.5
$6,000-7,999	6	6.9	13	5.4
$8,000-9,999	9	10.3	30	12.6
$10,000-14,999	18	20.7	59	24.7
$15,000-19,999	9	10.3	34	14.2
$20,000+	8	9.2	36	15.1
No Response	13	14.9	231	13.0
Totals	87	99.8	239	100.1

bracket was from 25 to 29. The level of education, College, 1-3, was the same for all subjects.

In the department of child development, the sample was comprised of 94.3% declared majors. Because no associate degree program in psychology exists at the community college level, the number of psychology majors was only 27, or 11.3% of the total. Nursing majors comprised 24.7% of the control group. A projected occupation was not stated by 154 students from both groups. Of the subjects who provided the information, 42.5% or 37 students in the child development department were planning to be employed as a teacher or director in a preschool or day care center. Among the psychology subjects, 15.5% expected to be employed in nursing or a medically-related field. Only three students planned to be psychologists. A variety of other occupations were listed, including careers in business and education.

The majority of all subjects were single, having never been married. Of the remaining students, 35.6% of the child development subjects were married or remarried in comparison to 23% of the psychology subjects. The percentage of divorced and separated students was higher for child development (10.3%) than for the psychology department (5.1%). Two subjects from the total sample had been widowed. The age at marriage varied from less than 18 to over 25.

Family incomes ranged from less than $4,000 to over $20,000. The largest concentration of subjects from both departments was in the $10,000-$15,000 income level. Generally, the sample of pretested students could be described as young and predominantly female. The majority are single, middle class, and preparing for occupations in education, nursing, or other service-related fields which will probably involve contact with children.

An analysis of variance of the pretest scores of the Attitudes toward Women Scale by department yielded an F value of 1.40, having a probability of 0.24 (see Table 14).

Table 14

PRETEST MEANS AND STANDARD DEVIATIONS OF ATTITUDES TOWARD WOMEN OF STUDENTS BY DEPARTMENT

	$\overline{X}$	SD
Child Development (N = 87)	5.03	0.88
Psychology (N = 239)	5.15	0.79

The data supported the hypothesis that there would be no significant difference between the attitudes toward women of child development and of psychology students, as measured by the pretest. However, when the responses on the AWS were averaged on seven subscales and the scores compared by department, a significant difference was found on items concerning dating and courtship, and marriage and divorce (see Table 15). The psychology students indicated less conservative or stereotyped attitudes than the child development students as reflected on two of the subscales (see Figure 2).

Table 15

PRETEST SUMMARY STATISTICS OF SUBSCALES OF ATTITUDES TOWARD WOMEN BY DEPARTMENT

		Child Development (N = 87)	Psychology (N = 239)	F	p
Social manners	$\overline{X}$	4.03	4.21	1.11	0.29
	SD	1.60	1.27		
Social-political spheres	$\overline{X}$	5.26	5.30	0.08	0.77
	SD	1.09	1.07		
Marriage and divorce	$\overline{X}$	5.03	5.36	4.66	0.031*
	SD	1.44	1.14		
Household responsibilities	$\overline{X}$	5.58	5.55	0.02	0.88
	SD	1.31	1.26		
Equal pay and job opportunities	$\overline{X}$	5.59	5.49	0.47	0.49
	SD	1.11	1.08		

Table 15 - Continued

PRETEST SUMMARY STATISTICS OF SUBSCALES OF ATTITUDES TOWARD WOMEN BY DEPARTMENT

		Child Development (N = 87)	Psychology (N = 239)	F	p
Dating and courtship behavior	$\overline{X}$	3.94	4.47	8.49	0.004**
	SD	1.53	1.40		
Child rearing	$\overline{X}$	5.67	5.67	0.01	0.96
	SD	1.28	1.12		

*Significant at .05 level.

**Significant at .01 level.

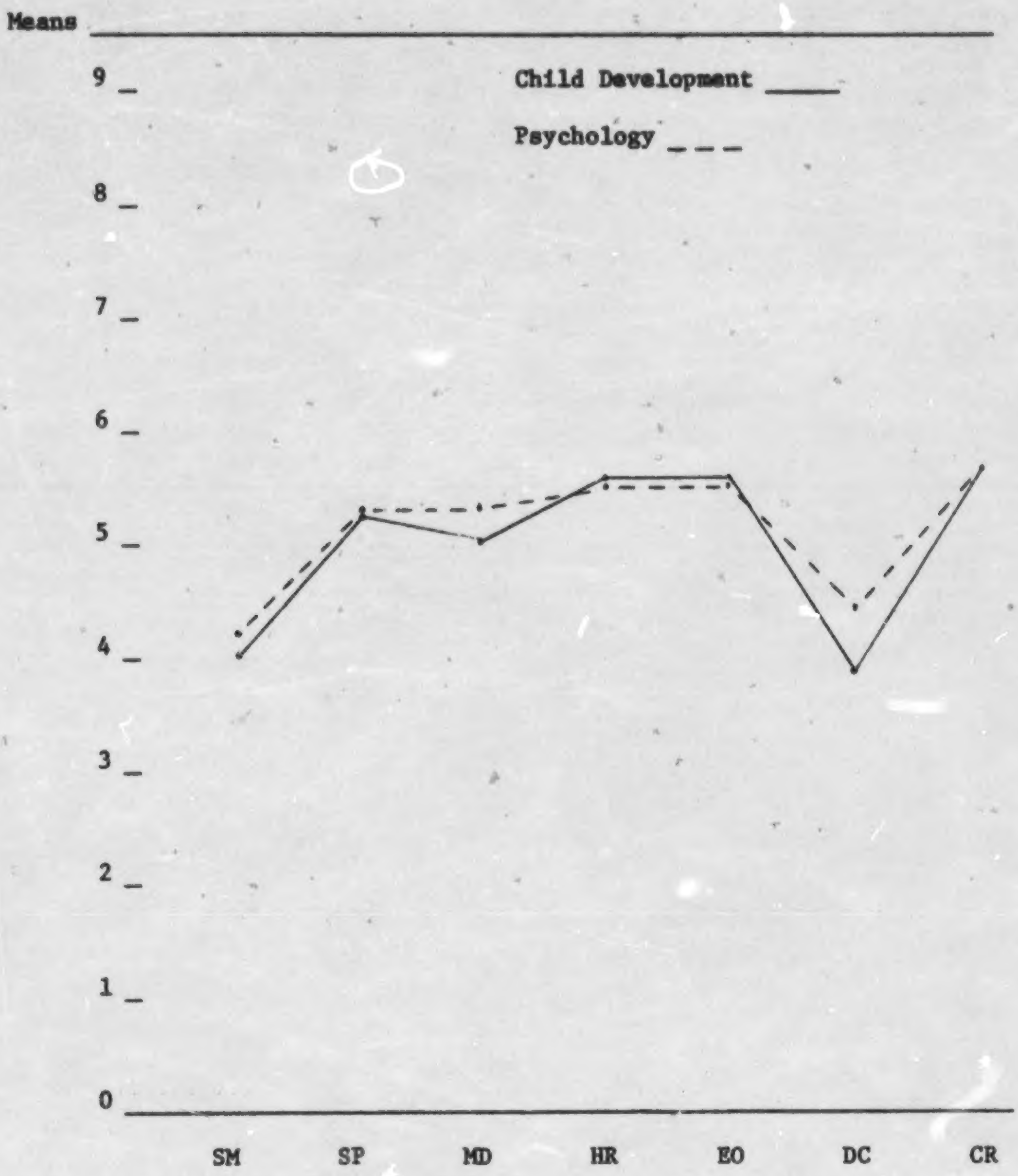

Figure 2. Graph of data in Table 15.

Posttests

The Attitudes toward Women Scale was administered as a posttest instrument to experimental and control group subjects who had been pretested and subjects who had been randomly selected and assigned to the posttest-only groups. The sample size was reduced considerably due to the following circumstances:

1. Experimental group subjects enrolled in the fourth semester of the two year associate degree program during the fall term were not available for testing in the spring.

2. Control group subjects enrolled during the fall term were not necessarily enrolled in any psychology classes in the spring and were therefore unavailable for testing.

3. Student absences during the posttesting period caused some subjects to be unavailable for testing.

Posttests were administered to 69 pretested subjects and 99 pre-selected, posttest-only subjects. An analysis of variance of the AWS posttest scores for pretest-posttest and posttest-only groups yielded an F value of 0.06, having a probability of <0.94. No significant differences were found between the groups on total scores or on any subscales. A breakdown of the total scores by department and test group is shown in Table 16.

An analysis of covariance was computed to determine the effects of pretesting with nonsignificant results. In other words, administration of the pretest instrument did not have any measureable effects on the posttest scores.

Table 16

POSTTEST MEANS AND STANDARD DEVIATIONS OF AWS SCORES OF STUDENTS BY TEST GROUP AND DEPARTMENT

		Pre/Posttested	Posttested Only
		(N = 45)	(N = 53)
Child Development	$\overline{X}$	5.34	5.41
	SD	0.86	0.88
		(N = 24)	(N = 46)
Psychology	$\overline{X}$	5.33	5.32
	SD	0.97	0.88

In order to measure the effectiveness of the treatment or intervention methods of the project, the differences in pretest-posttest scores were compared. Paired t-tests were computed for the psychology AWS mean scores, yielding a t value of 0.06, with a probability of < 0.95. The data revealed no significant differences in the pretest and posttest scores. Comparisons of the subscale scores also revealed no significant differences. In contrast, the child development AWS mean scores yielded a t value of -2.04, having a probability of 0.048. Attitudes of the child development students, as measured by the Attitudes toward Women Scale, were less stereotyped than prior to the intervention. In addition, attitudes concerning social manners were significantly less stereotyped, yielding a t value of -2.88, having a probability of < 0.0006. The summary statistics of the AWS subscale scores are compared by department in Table 17. The data supported the hypothesis that following the treatment, the attitudes of child development students would be less stereotyped and sex biased. The findings indicate that the training program was effective.

Table 17

MEANS AND STANDARD DEVIATIONS OF AWS SUBSCALE SCORES OF CHILD DEVELOPMENT AND PSYCHOLOGY STUDENTS

Subscales		Child Development (N = 40)		Psychology (N = 27)	
		Pretest	Posttest	Pretest	Posttest
SM	$\overline{X}$	4.14	4.92	4.19	3.88
	SD	1.49	1.54	1.53	1.66
SP	$\overline{X}$	5.46	5.54	5.31	5.54
	SD	0.80	1.04	1.07	1.08
MD	$\overline{X}$	5.13	5.30	5.96	5.72
	SD	1.36	1.34	0.81	1.04
HR	$\overline{X}$	5.71	5.88	5.89	5.91
	SD	1.33	1.16	1.34	1.29
EO	$\overline{X}$	5.59	5.76	5.70	5.83
	SD	1.01	1.07	0.90	0.95
DC	$\overline{X}$	4.27	4.21	4.56	4.70
	SD	1.51	1.49	1.70	1.46
CR	$\overline{X}$	5.93	5.84	5.63	5.58
	SD	1.05	1.18	1.22	1.22

CHAPTER V

SUMMARY, POTENTIAL UTILIZATION OF RESULTS, AND RECOMMENDATIONS

Summary

The project consisted of in-service training for eighteen faculty and staff members, a training program for 375 child care providers, and a model program of nonsexist curriculum development. A comparative study of student attitudes concerning sex role stereotyping and sex bias was undertaken to evaluate the effectiveness of the training program. Subjects were selected from child development and psychology students enrolled at San Antonio College and were randomly assigned to pretest-posttest and posttest-only groups. The Attitudes toward Women Scale was completed individually by each subject.

An analysis of variance was computed on the pretest scores of the Attitudes toward Women Scale. The findings indicated no significant differences between the scores of the experimental and control groups.

An analysis of variance compared the pretest-posttest and posttest-only groups. No significant differences were found.

The differences in pretest-posttest scores were compared by department. The findings revealed a significant change in the experimental group scores and no significant differences in the

72

control group scores. The results indicated that the training program was effective in changing student attitudes concerning sex role stereotyping and sex bias.

The generalizability of the study is limited by the validity of the Attitudes toward Women Scale, the non-randomized assignment of subjects to experimental and control groups, and the enlistment of the sample through the college setting. Factors not controlled were the amount of exposure to the intervention methods, and the inconsistent influence of instructors.

Potential Utilization of Results

The methods, techniques, and procedures for eliminating sex role stereotyping and sex bias from the child development training program will be used at San Antonio College as follows:

1. The Resource and Information Center will make nonsexist materials accessible to faculty, staff, and students of the college, as well as parents, teachers, and administrators of child care facilities in the community.

2. A series of six video-tapes, including lectures, interviews, and demonstrations of nonsexist teaching techniques, were developed for use within the department with the assistance of the out-of-state consultant and the cooperation of the campus television coordinator.

Potential utilization of information and materials by other vocational education programs in Texas were facilitated as follows:

1. Seminars and workshops describing the purposes and

procedures of the project were presented at the Texas Community College Child Development Educators Association meeting in Odessa on January 4, 1979 and at the Dissemination Conference on Occupational Research in College Station on June 12, 1979. Additional presentations are planned.

2. Chairpersons of community college child development departments were notified concerning the availability of consulting services for colleges with available funding.

3. Articles describing the project were submitted for publication to appropriate newsletters and professional journals.

4. Packets of materials for training child care providers to use a nonsexist approach to child development are provided as appendices to the Final Report, including a) Recommended Audio-visual Resources, b) Recommended Adult Resources, c) Recommended Children's Resources, and d) A Series of Workshops. Additional copies may be made available upon request.

Recommendations

The elimination of sex role stereotyping and sex bias in vocational education programs has been identified as a state priority. The results of this project have led to the following suggestions for future research:

1. That a comprehensive program for in-service training of instructors, counselors, and administrators in vocational education at the post-secondary level be designed and implemented.

2. That a model training program for child development students be tested in community college programs throughout the state.

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APPENDIX A

ATTITUDES TOWARD WOMEN SCALE SHOWING
SUBSCALES AND RESPONSE KEY*

The statements listed below describe attitudes toward the role of women in society that different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by blackening either A, B, C, or D on the answer sheet for each item.

Response = 0

(Social Manners)

AS 1. Swearing and obscenity are more repulsive in the speech of a woman than of a man.

AS 4. Telling dirty jokes should be mostly a masculine prerogative.

AS 5. Intoxication among women is worse than intoxication among men.

AS 13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

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*Janet T. Spence, Robert Helmreich, and Joy Stapp, "A short version of the Attitudes toward Women Scale (AWS)," Bulletin of Psychonomic Sociology, 2, No. 3 (1972), 219-20. Reprinted by permission.

(Social-Political Spheres)

DS 2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

AS 20. The intellectual leadership of a community should be largely in the hands of men.

DS 21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

AS 22. On the average, women should be regarded as less capable of contributing to economic production than are men.

(Marriage and Divorce)

DS 3. Both husband and wife should be allowed the same grounds for divorce.

DS 7. It is insulting to women to have the "obey" clause remain in the marriage service.

DS 18. The husband should not be favored by law over the wife in the disposal of family property or income.

(Household Responsibilities)

DS 6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

AS 10. Women should worry less about their rights and more about becoming good wives and mothers.

AS 15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

AS 19. Women should be concerned with their duties of childbearing and house tending, rather than with desires for professional and business careers.

(Equal Pay and Job Opportunities)

DS 8. There should be a strict merit system in job appointment and promotion without regard to sex.

DS 12. Women should assume their rightful place in business and all the professions along with men.

AS 23. There are many jobs in which men should be given preference over women in being hired or promoted

DS 24. Women should be given equal opportunity with men for apprenticeship in the various trades.

(Dating and Courtship)

DS 9. A woman should be as free as a man to propose marriage.

DS 11. Women earning as mach as their dates should bear equally the expense when they go out together.

AS 17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.

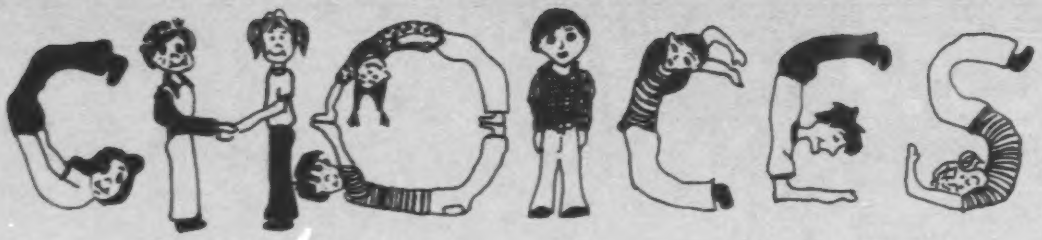
(Child Rearing)

AS 14. Sons in a family should be given more encouragement to go to college than daughters.

AS 16. In general, the father should have greater authority than the mother in the bringing up of children.

DS 25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

APPENDIX B



recommended audio-visual resources for

TRAINING CHILD CARE PROVIDERS TO USE A NONSEXIST APPROACH TO CHILD DEVELOPMENT

films
filmstrips
slides
photographs

compiled by:
lin moore
&
estella garza

san antonio college
department of child development
with the cooperation of the
texas education agency

. Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
Films				
* BFA Education Media 2211 Michigan Ave. Santa Monica, CA 90494				
My Mother Is The Most Beautiful Woman in the World A young peasant girl gets lost in the wheat fields. When asked what her mother looks like, she replies, "My mother is the most beautiful woman in the world." When her mother appears the moral is clear. We think people beautiful because we love them, not because of their physical characteristics. The film is done with colorful and simple cut-out animation, adapted from the book by Becky Reyhes & Ruth Gannet.	6 m	C	p: $100 r: $6.50	Students/Children
* Connecticut Films 6 Cobble Hill Rd. Westport, CT 06880				
Frederick While the other mice busily collect food for the winter, Frederick absorbs the sights and sounds around him. During the bleak winter he entertains his friends with memories of the summer. "Why Frederick", they say, "you're a poet". He blushes, "I know it." A good film for counteracting the notion that poetry is useless or "sissy."	9 m	C	p: $120 r: $15	Students/Children

Distributor, Title, & Description	Time	bw/c	Purchase Pr. Rental Pr.	Recommended Level
* Contemporary/McGraw-Hill 330 West 42nd St. New York, NY 10036				
A Visit From Space A little girl meets a schmo-type character from outer space. The character is homesick, but has no transportation to get back home. The little girl cleverly figures out that the spacenik can use her kite to make the return trip. Animated.	10 m	C	p: $160 r: $10	Students/Children
Free to Be...You and Me				
Part 1	16 m	C	p: $240	Faculty/Students
Part 2	14 m	C	p: $255	Children/Parents
Part 3	14 m	C	p: $210	
A series of colorful and entertaining stories, vignettes and songs for young children. They are designed to present positive images for self-development with emphasis on non-stereotyped sex role models. Some of the segments are delightfully successful. In a clever and low key manner, "William's Doll" gives boys permission to play with dolls. Watching football player Roosevelt Grier sing "It's All Right to Cry", helps remove the stigma against men crying. "Atlanta" is an exciting modern fairy tale about an independent and competent girl. The show also contains fine sequences dealing with sibling rivalry, friendship and children's view of adult behavior. Comes with an Activity Guide for Parents and Teachers.			r: $15 ea.	
Sex Role Development After examining some of the sex role stereotypes and tracing their transmission to children via the socialization process, the film shows people exploring alternative approaches to socialization.	23 m	C	p: $295 r: $35	Faculty/Students Parents

Distributor, Title, & Description	Time	bw/c	Purchase Pr. Rental Pr.	Recommended Level
The concluding segment explores how educators at Pacific Oaks School in Pasadena, California are eliminating stereotypes. Their methods include providing the same activities for boys and girls and dealing with children as individuals rather than as members of a particular sex.				
* Eccentric Circle Cinema Box 4085 Greenwich, CT 06830				
Saga of Macrame Park How weaver Alexander Jackonetti made a macrame playground with the help of many friends in her community. The film chronicles the project from the initial setup of the frame though the endless hours of macrame to the final scene where children play in the structure.	22 m	C	p: $295 r: $25	Students/Children
* Encyclopedia Britannica Educational Corp. 425 N. Michigan Ave. Chicago, Ill. 60611				
Toes Tell An active little girl experiences sensations with her toes. She explores the feeling of pebbles, feathers, sand and wood - climbs ladders, walls and stairs and has a great time creating an oil painting with her feet. Even washing her feet becomes a sensual experience of bubbles and water. No narration.	6 m	C	p: $90 r: $20	Children/Students

Distributor, Title, & Description	Time	bw/c	Purchase Pr. Rental Pr.	Recommended Level
* Extension Media Center 2223 Shatuck Ave. Berkeley, CA 94720				
Anything They Want to Be: Sex Stereotyping in Intellectual and Career Oriented Activities in Schools The film illustrates two themes: the low level of competence expected of girls in both academic and vocational problem-solving tasks, and the subtle manner in which girls' career aspirations are channeled.	7 m	C	p: $95 r: $12	Faculty/Students Parents
Changing Images: Confronting Career Stereotypes It shows how a skillful and sensitive teacher leads her racially mixed class of third and fourth graders through a five-week project designed to identify, challenge, and begin to change the stereotyped beliefs held by both boys and girls.	16 m	b/w	p: $30 r: $14	Faculty/Students
Day Care Today Shows three different types of high quality day care centers --an infant center, a factory center, and a university center. Both men and women teachers.	30 m	C	p: $325 r: $21	Students
The Fable of He and She On the fantasy island of Baramel, the "Mushamels" and "Hardybars" live traditional lives. The "Mushamels" cook, decorate and take care of the children: the "Hardybars" hunt and build. A storm splits the island separating the two groups, and each group is forced to do things that were traditionally taboo for them. The "Hardybars" learn to cook and care for the children, the "Mushamels" learn to build and hunt. When the island is reunified both groups come to new conclusions about how people should live with	12 m	C	p: $165 r: $15	Children/Students

Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
each other. This clever modern fairy tale, done in brightly colored play-doh animated, combines action and humor in a way that appeals to people of all ages.				
Hey! What About Us?: Sex Role Stereotyping in Physical Activities in Schools The film considers the exclusion of girls from sports, the reinforcement of the hero ethic in boys differential teacher treatment of girls and boys on the playground, exclusion of boys from dance, and differential physical interaction of teachers with girls and boys.	15 m	C	p: $200 r: $17	Faculty/Students Parents
I is for Important: Sex Role Stereotyping in Social and Emotional Events Includes sequences depicting sex role biases displayed by teachers in their disciplinary actions and pupil task assignments, resistance by children to role reversal in kindergarden play, anxiety felt by boys over appearing to be a "sissy" before their peers, frustration experienced by boys who attempt to assume a nurturing role or express emotions such as sorrow or tenderness, and definitions of beauty.	12 m	C	p: $160 r: $15	Faculty/Students
Matina Horner Portrait of the president of Radcliffe College, covering her background and dual role as wife/mother and innovative educator. Horner is known for developing the theory that women fear success, not failure, but they are conditioned to believe that intelligent, successful women are not "feminine", will never find a marriage partner, etc. An entertaining animated sequence demonstrates the research supporting her theory. Also shows programs at Radcliffe to help young women overcome their conditioning.	17 m	C	p: $265 r: $20	Students/Faculty

Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
Stringbean In a pot on the windowsill of her apartment, an old Parisian women nurtures one bean into a plant. She then replants it in the Louvre gardens. Everyday she comes and waters the plant until some gardeners pull it out because they think it doesn't belong in the elegant gardens. With a strong feeling for life's cycles, she returns home undefeated and plants a new seed. Non-narration.	17 m	C	p: $225 r: $17	Students/Children
Women Emerging: Comparing Cultural Expectations It shows how the teachers encourage their students to understand the stereotypes each major cultural group holds regarding womanhood, and the limitations imposed by such stereotypes on the individual's entire life-style.	27 m	b/w	p: $215 r: $18	Faculty/Students
* Filmakers Library Inc. 175 Lexington Avenue New York, NY 10016				
The Sexes: What's the Difference This film addresses itself to the sensitive issue: Are the traits we label "male" and "female" taught to us as we grow up, or are they inborn and part of our genetic make-up? Survey of research by Dr. Jerome Kagan and Dr. Eleanor Maccoby etc. The film also explores the influences of parents.	28 m	C	p: $375 r: $40	Faculty/Students
* New Day Films 267 W. 25th St. Franklin Lakes, NJ 07417				
Growing Up Female: As Six Become One Explores the lives of six women, ranging from age	60 m	b/w	p: $375 r: $40	Faculty/Students

. Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
4 to 35 and including a black single mother and a white middle-class housewife, to show how society conditions them to be passive and dependent. Parents, teachers and the subjects themselves talk about their expectations of what a woman should be. A nursery school teacher thinks little girls are mean to each other; a mother wishes her "tomboy" daughter would wear dresses and be interested in boys; a high school counselor teaches that wives should be subservient to their husbands. An excellent film that has been used effectively in many high school classes to initiate conciousness raising discussions about female roles. Men's Lives is a good companion film about growing up male in America.				
Men's Lives A documentary about growing up male in America. Little boys, adolescents and men from different class and ethnic background tell about what they think a "real" man is -- little boys want to avoid being sissies; adolescents concentrate on cars, sports and hustling girls; men value competition and success. The film fails to deal with the issue of homosexuality and shows women only in traditional roles. Nevertheless, Men's Lives makes a powerful statement and is one of the few short films which questions the accepted definition of masculinity in our culture.	60 m	b/w	p: $450 r: $59	Faculty/Students
* Third Eye Films 12 Arrow Street Cambridge, MA 02138				
The Sooner the Better "The Sooner the Better" is a film especially for teachers. Filmed at multi-ethnic preschools around	27 m	C	p: $375 r: $35	Faculty/Students

Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
the country, it illustrates the essentials of a non-sexist classroom, and describes and demonstrates specific teaching ideas aimed at expanding horizons for both girls and boys.				
The Time Has Come "The Time Has Come" is for parents. It was also filmed at locations from coast to coast. It explores the simple elements of a non-sexist home environment and also deals with influences outside of the home such as television and school.	22 m	C	p: $300 r: $35	Faculty/Students Parents
* Weston Woods Weston, CT 06880				
Leopold the See-Through Crumbpicker A brightly colored animation about a little girl who cleverly saves her friend Leopold, an habitual cookie stealer, from the police.	9 m	C	p: $150 r: $10	Students/Children

Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
ilmstrips				
Doubleday Media Box 11607 1371 Reynolds Ave. Santa Ana, CA 92705				
Men and Women Identifies stereotypes, analyzes historical influences shows how basis for sex roles is changing in contemporary society. Titles of filmstrips are CHILD: From Twig to Tree; CULTURE: His and Hers; FUTURE: Love and Labor; MARKETPLACE: Jobs, Prestige, Power; MEN: Behind the Image; WOMAN: Beyond Mystique.		C	6 filmstrips w/cassettes p: $25 ea. $125 st	Students
Educational Audio Visual, Inc. Pleasantville, NY 10570				
Male/Female: Changing Lifestyles Examine male and female roles in four ways: anatomical differences; sex role differentiation; the influence of societal expectations and prohibitions; and similarities with other animal behavior.		C	4 filmstrips w/cassettes p: $68	Students
Education Division Dun Donnelley Publishing Corp. 666 Fifth Ave. N. Y., NY 10019				
Identity: Female The package features an interview with an anthropologist, a dramatization of sojourner Truth's "Ain't I a Women" speech, suggestions for role-playing family conflicts, a satirical treatment of advertising and a series of slides showing art by women.		C	3 filmstrips w/cassettes p: $215	Faculty/Students parents

. Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
NEA Order Dept. The Academic Bldg. Saw Mill Rd. West Haven, CT 06516				
Sex Role Stereotyping EduPak The Labels and Reinforcement of Sex Role Stereotyping			p: $86	Faculty/Students Parents
Part 1; The Labels: Femininity and Masculinity, emphasizes the practices, the traditions, the biases of the sexual sorting process and suggests routes of action for change.	62 fr.	C		
Part 2; The Reinforcement Home, School, Community. Traces the beginnings of sex role stereotyping from infancy, through the school years, in career planning and pursuit, through the family structure, to the moment it starts all over again, with the new-born baby. Leader's Manual is included.	96 fr.	C		
Cinderella is Dead "Cinderella is Dead" is a fast-moving compact, detailed treatment of how women are discriminated against in the job market; and how the family, the school, the business community continue to separate employment by sex...rather than by ability. Leader's Manual included. Cassette tapes...and Disscussion questions.	97 fr.	C		Faculty/Students
Blue is for Sky, Pink is for Watermellon Eve Merriam reads five selections from her anti-sexist poems and intersperses them with related comments about their pertinence to the stereotypic processing of our lives. Discussion questions included.			cassette	

. Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
ERA-The Equal Rights Amendment and You Congressperson Margaret M. Heckler suggests how each of us must be involved in its passage. Discussion questions guide included			cassette	
Sexism, Racism, Classism in the schools Florence Howe suggests that relations are beginning to change between Third World Women and the primarily White Feminist Movement. Discussion questions included.			cassette	Students
We Don't Know How to Grow People Richard Farson concentrates on the liberation of children. Discussion questions included.			cassette	Students
* Over the Rainbow Press Box 7072 Berkeley, CA 94707				
The Forest Princess A modern fairy tale in which the princess awakens the sleeping prince and enthralls him, not with her charms, but with her independence and self assurance. She is confused when they go to his kingdom where girls must behave and dress like "ladies". Finally she takes her new friends back to the forest and convinces them that both girls and boys can enjoy the freedom and rigors of the forest world. Based on the book by Harriet Herman.	20 m	C	filmstrip w/cassette p: $25	Children/Students

. Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
* Scholastic Book Services 904 Sylvan Ave. Englewood Cliffs, NJ 17632				
People Who Work Unit I (series of 5) Unit II (series of 5) Career education materials portraying a variety of different occupation for women and men. Workers are shown at their jobs and also at home and involved in interpersonal relations. Multiethnic.		C	filmstrips w/cassettes p: $79.50 ea.	Students/Children
* Warren Schloat Productions 150 White Plains Rd. Tarrytown, NY 10591				
Masculinity Presents stereotyped attitudes about the cultural definition of manhood. Problems and presures which face men today are explored. One of the filmstrips allows students to assess their own stereotyped attitudes by asking them to assign a gender to various objects and scenes.		C	4 filmstrips w/cassettes p: $78	Students

Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
Slides				
* Barry Bock 2617 Hartwoed Dr. Ft. Worth, TX 76109				
This Book Is Rated S* Discussion of sex role stereotyping in children's literature from preschool picture books to novels for teenagers. Reveals the subtle discrimination and limited role expectations for girls in most of children's fiction, and argues for the development of full human potential in both women and men.	18 m		r: $15	Students/Parents
* Woman on Words and Images P. O. Box 2163 Princeton, NJ 08540				
Dick and Jane as Victims Based on an in-depth study of sexism in elementary school readers, this slide show with text examines the pervasive sex role stereotyoing in instructional materials used in schools today.	25 m	C	slides w/ sound $300	Faculty/Students Parents
Sex Stereotyping in Children's Readers (Handbook)			p: $1.50	

Distributor, Title, & Description	Time	bw/c	Purchase Pr Rental Pr.	Recommended Level
Photographs				
Cathy Cade 2103 Emerson St. Berkeley, CA 94705				
Women in Sports Action photographs of women skilled in gymnastics, softball, track, weightlifting and judo. Includes suggestions on how to use the photos.		b/w	6 photos p: $3.35	Students/Children
Change for Children 2588 Mission St. #226 San Francisco, CA 94110				
People At Work Photographs show women and men of various ages and ethnic backgrounds performing a wide range of jobs. Occupations shown are -- camerawomen, carpenter, dentist, doctor, firefighter, lawyer, reporter, telephone framer, shoe repairwoman, welder, actor, teacher, telephone operator, artist, dance instructor, hairdresser, homemaker, librarian, secretary, tailor, teacher.		b/w	20 photos p: $10	Students/Children
Feminist Resources for Equal Education Bow 185 - Saxonville Station Framingham, MA 01701				
Free Photographs of women in non-traditional jobs. One series is of community workers, the other of professional women.		b/w	8 photos per series p: $2 ea.	Students/Children

. Distributor, Title, & Description	Time	bw/c	Purchase Pr. Rental Pr.	Recommended Level
Women in Nonstereotypic Roles Photographs of women in nonsterotypic occupations.		b/w	p: $5	Students/Children
* Project Equality Highline School District 15675 Ambaum Blvd., S. W. Seattle, Wash. 98166				
Occupation Simulation Packets				Students/Children
Crawling and/or Squatting Grades K - 2			p: $5	
Color Discrimination Grades K - 2 Activities are focused on a single isolated skill which is already possessed in some measure by the children add is required for a wide variety of jobs. The knowledge that (1) a skill is not dependent upon gender, and (2) a skill required for one type of work, becomes more meaningful to students as they apply their saleable work skills in various job-related activities.			p: $5	
Many Thousand Words...Work Pictures This collection of 8 x 10, laminated, black & white pictures convey the message to children that girls and boys, women and men use their skills and abilities to do a variety of jobs at home, at school and in the community.			p: $40	Students/Children
Potpourri Course outlines which deal with expanding students' perceptions of themselves and other in the areas of career education, non-sex role stereotyping, changing life styles, history and language.			free	Faculty/Students

Distributor, Title, & Description	Time	bw/c	Purchase Pr. Rental Pr.	Recommended Level
Women's Action Alliance 370 Lexington Ave. New York, NY 10017				
Men in the Nurturing Role Photographs of men interacting with young children. Includes a poster showing relation between grandfather and child.		b/w	8 photos p: $5	Students/Children

APPENDIX C

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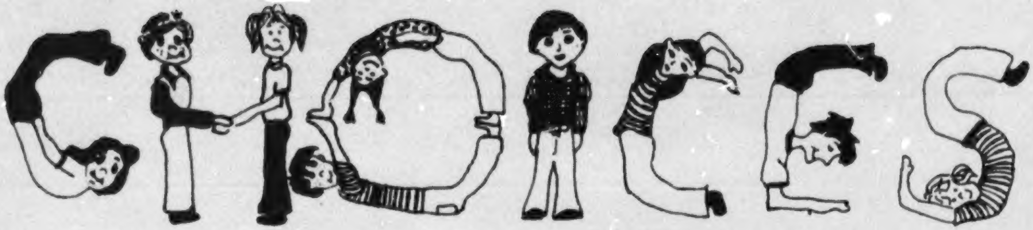


recommended adult resources for

TRAINING CHILD CARE PROVIDERS TO USE A NONSEXIST APPROACH TO CHILD DEVELOPMENT

compiled by:
lin moore
&
estella garza

san antonio college
department of child development
with the cooperation of the
texas education agency

ADULT RESOURCES

Author	Title	Publisher
Adams, Carol	The Gender Trap: A Closer Look at Sex Roles	Academy Press
Artel, Linda	Positive Images: A Guide to Non-Sexist Films for Young People	Booklegger Press
Astin, Helen S.	Sex Roles: A Research Bibliography	Gov't. Print. Office
	American Heritage Dictionary of the English Language	
Berger, Terry	I Have Feelings	
Boccaccio, Shirley	Penelope and the Mussels	Feminist Children's Bks.
Boston Women's Health Book Collective	Ourselves and Our Children	Random House
Bradley, Mike	Unbecoming Men	Times Change Press
Capon, Jack J.	Balance Activities	Fearon-Pitman
Capon, Jack J.	Ball, Rope, Hoop Activities	Fearon-Pitman
Capon, Jack J.	Basic Movement Activities	Fearon-Pitman
Capon, Jack J.	Bean Bag, Rythmn Stick Activities	Fearon-Pitman
Capon, Jack J.	Tire, Parachute Activities	Fearon-Pitman
Charlesworth, Rosalind	Experiences in Math for Young Children	Delmar Publishers
Cohen, Monroe D.	Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes	Asso. International
Council on Interracial Books and Sexism Resource Center for Eds.	Human and Anti-Human Values in Children's Books	The Center
Czaplinski, Suzanne M.	Sexism in Award Winning Picture Books	University of Wisconsin
David, Deborah S.	The Forty-Nine Percent Majority: The Male Sex Role	Addison-Wesley Publishers

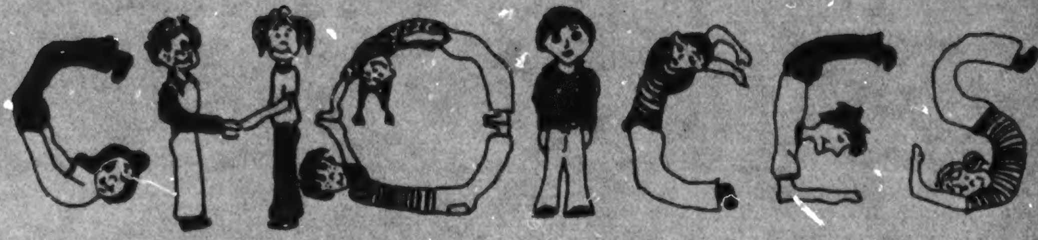
Author	Title	Publisher
Davis, Enid	The Liberty Cap	Academy Press
Dunks, Thom	Gardening with Children: A Guide for Parents and Teachers	Harvest Press
Educational Challenge Inc.	Today's Changing Roles: An Approach to Non-Sexist Teaching	National Education Association
Emma Willard Task Force in Education	Sexism in Education	Emma Willard Task Force in Education
Errst, Ken	Pre-Scription	Celestial Arts
Faber, Adele	Liberated Parents/Liberated Children	Avon Books
Frazier, N. & M. Sadker	Sexism in School and Society	Harper & Row
Gersoni-Stavn	Sexism and Youth	Bowker
Gallagher, Kathleen	Bibliography of Materials on Sexism and Sex-Role Stereotyping in Children's Books	Lollipop Power
Glaser, Tom	Eye Winker, Tom Tinker, Chin Chopper	Doubleday
Goodwin, Mary T.	Creative Food Experiences For Children	Center For Science in the Public Interest
Greenberg, Selma B.	Right From the Start: A Guide to Non-Sexist Child Rearing	Houghton Mifflin
Guttentag, Marcia	Undoing Sex Stereotypes: Research and Resources for Educators	McGraw-Hill
Harrison, Barbara Grizzuti	Unlearning the Lie: Sexism in School	Morrow
Hess, Alice	The Munchies Eatbook	Vintage Books
Hohmann, Mary, et. al.	Young Children in Action: A Manual for Preschool Educators	High/Scope Educational Research Foundation

Author	Title	Publisher
King, Carole	Maurice Sendak's Really Rose: Starring Nutshell Kids	Harper & Row
Lee, Patrick C.	Sex Role and Pupil Role in Early Childhood Education	Eric Clearinghouse
Lee, Patrick C. & Robert S. Steward, Editors	Sex Differences: Cultural & Developmental Dimensions	Urizen Books
McBride, Angela B.	The Growth and Development of Mothers	Harper & Row
Maccoby, Eleanor E.	The Development of Sex Differences	Standford University Pr.
Maccoby, Eleanor E.	The Psychology of Sex Differences	Standford University Pr.
MacEwan, Phyllis Taube	Liberating Young Children From Sex Roles	New England Free Press
Matsutani, Miyoko	The Witch's Magic Cloth	Parent's Mag. Press
Medsger, Betty	Women at Work: A Photographic Documentary	Sheed and Word
National Education Agency	Sex Role Stereotyping in the Schools	National Education Agency
New Games Foundation	The New Games Book	Dolphin Books
Orlick, Terry	The Cooperative Sports and Games Book	Pantheon Books
Plect, Joseph	Men & Masculinity	Prentice-Hall
Polland, Barbara K.	Decisions, Decisions, Decisions	Celestial Arts
Reynolds, Sim, comp.	Careless Potato: A Collection	St. Mary's College Press
Richards, Joyce	How Come...? Easy Answers to Hard Questions	Platt & Munk

Author	Title	Publisher
Sargent, Alice G.	Beyond Sex Roles	West Publishers
	Sex Bias in the Schools: The Research Evidence	Fairleigh Dickinson
Skelsey, Alice & Gloria Huckaby	Growing Up Green	Workman Publishers
Sprung, Barbara	Non-Sexist Education for Young Children: A Practical Guide	Citation Press
Stacey, Judith, comp.	And Jill Came Tumbling After: Sexism in American Education	Dell Publishers
Stanford, Barbara	Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity	Bantom Books
	Storypack 1. Teacher/Parent Manual 2. My Body Feels Good 3. Living with Mommy 4. Peter Learns to Crochet 5. When I Flooded the Elementary School 6. The Strange Hocket Family	Feminist Press
	U-Topix Nonsexist Education Materials	Chris Roerden
Vetter, Louise	What Can I Be When I Grow Up?	National Institute of Education
Watson, Jane	Sometimes I'm Afraid	Golden Press
Waxman, Stephanie	What Is a Girl?	Peace Press
Weeks, O'Neal	A New Look at Children's Sexuality and Sex Role Identification	National Institute of Education
Weitz, Shirley	Sex Roles	Oxford University Press
Weitzman, Lenore J.	Sex Role Socialization in Picture Books for Preschool Children	KNOW Inc.

Author	Title	Publisher
Wilt, Joy	Rhythm and Movement: 160 Experiences for Children	Creative Resources
Yuill, Phyllis J.	Little Black Sambo: A Closer Look	Racism and Sexism Resource Center for Education
Zimet, Sara G.	Recommendations for Action: Report from the Colorado Conference on Stereotyping in Education	HEW: National Institute of Education

APPENDIX D



recommended children's resources for

TRAINING CHILD CARE PROVIDERS TO USE A NONSEXIST APPROACH TO CHILD DEVELOPMENT

compiled by:
lin moore
&
estella garza

san antonio college
department of child development
with the cooperation of the
texas education agency

CHILDREN'S RESOURCES

Author	Title	Publisher
Adams, Florence	Mushy Eggs	Putman
Adoff, Arnold	Black Is Brown Is Tan	Harper & Row
Alexander, Martha G.	Nobody Asked Me if I Wanted a Baby Sister	Houghton Mifflin
Arnstein, Helene S.	Billy and Our New Baby	Human Science Press
Ault, Roz	Kids Are Natural Cooks: Child Tested Recipes for Home and School Using Natural Foods	Houghton Mifflin
Azmon, Edward	The Roundi Doundi Gang	Lion Books
Baldwin, Anne Norris	Sunflowers for Tina	Scholastic Book Service
Balian, Lorna	Where in the World Is Henry?	Bradbury Press
Barrett, Judith	Animals Should Definitely not Wear Clothing	Atheneum
Baylor, Byrd	Amigo	Collier Books
Baylor, Byrd	Sometimes I Dance Mountains	Scribner & Sons
Berenstain, Stanley	He Bear, She Bear	Beginner Books
Berger, Terry	Big Sister, Little Brother	Children's Press
Beta	The Enchanted Closet	Lion Press
Bianco, Margery Williams	The Velveteen Rabbit	Avon Books
Boccaccio, Shirley	Penelope Goes to the Farmer's Market	Joyful World Press
Bonsall, Crosby (Newell)	And I Mean It, Stanley	Harper & Row
Bonsall, Crosby (Newell)	Piggle	Harper & Row
Brandenberg, Aliki	A Weed is a Flower	Prentice-Hall
Branley, Franklyn M.	Rockets and Satellites	Crowell Co.
Brenner, Barbara	Faces	Dutton
Bunin, Catherine	Is That Your Sister? A True Story of Adoption	Pantheon
Burnett, Carol	What I Want to Be When I Grow Up	Simon & Schuster
Caney, Steven	Steven Caney's Toy Book	Workman Publishers

Author	Title	Publisher
Carr, Rachel E.	Be a Frog, a Bird, or a Tree	Doubleday
Cebulash, Mel	The Ball that Wouldn't Bounce	Scholastic Book Service
Chapman, Kim Westsmith	The Magic Hat	Lollipop Power
Church, Vivian	Colors Around Me	Afro-American Publishers
Clark, Ann Nolan	Along Sandy Trails	Viking Press
Cobb, Vicki	Arts and Carfts You Can Eat	Lippincott
Crawford, Sue Heffernan	Minoo's Family	Before We Are Six
Danish, Barbara	The Dragon and The Doctor	Feminist Press
Deasy, Michael	City ABC's	Walker
De Paola, Tomie	Nana Upstairs & Nana Downstairs	Putman
De Poix, Carol	Jo, Flo and Yolanda	Lollipop Power
Eber, Christine Engla	Just Momma and Me	Lollipop Power
Edwards, Brian	Busy Fingers Book of Games to Make and Play	Rand McNally
Edwards, Brain	Busy Fingers Book of Toys to Make	Rand McNally
Ehlich, Amy	Zeek Silver Moon	Dial Press
Eichler, Margrit	Martin's Father	Lollipop Power
Ets, Marie Hall	Gilberto and the Wind	Viking Press
Floyd, Lucy	Agatha's Alphabet with Her Very Own Dictionary	Rand McNally
Freeman, Don	Corduroy	Penquin Books
Fujikawa, Gyo	Babies	Grosset & Dunlap
Fujikawa, Gyo	Oh, What a Busy Day	Dunlap
Fujikawa, Gyo	Let's Eat	Zokeisha Publishers
Fjuikawa, Gyo	Let's Play	Zokeisha Publishers
Gans, Roma	It's Nesting Time	Crowell
Garelick, May	What's Inside?	Scholastic Book Service
Geisel, Theodore Seuss	The Lorax	Random House

Author	Title	Publisher
Goldreich, Gloria	What Can She Be: An Architect	Lothrop
Goldreich, Gloria	What Can She Be: A Lawyer	Lothrop
Goldreich, Gloria	What Can She Be: A Musician	Lothrop
Goldreich, Gloria	What Can She Be: A Newscaster	Lothrop
Goldreich, Gloria	What Can She Be: A Police Officer	Lothrop
Goldreich, Gloria	What Can She Be: A Veterinarian	Lothrop
Goldsmid, Paula	Did You Ever!	Lollipop Power
Goodall, John S.	Shrewbettina's Birthday	Harcourt
Goodyear, Carmen	The Sheep Book	Lollipop Power
Green, Mary McBurney	Is It Hard: Is It Easy?	Addison-Wesley
Greenfield, Eloise	She Came Bringing Me that Little Baby Girl	Lippincott
Gullette, Margaret Morganroth	The Lost Bellybutton	Lollipop Power
Halsey, William Darrach	Macmillan Dictionary for Children	Macmillan
Hawes, Judy	What I Like About Toads	Crowell
Hazen, Nancy	Grownups Cry Too	Lollipop Power
Heide, Florence Parry	That's What Friends Are For	Four Winds
Herman, Harriet	The Forest Princess	Rainbow Press
Herman, Harriet	Return of the Forest Princess	Rainbow Press
Heyward, Du Bose	The Country Bunny and the Little Gold Shoes	Houghton Mifflin
Hill, Elizabeth Starr	Evan's Corner	Holt, Rinehart & Winston
Hobin, Russell	Bread and Jam for Francis	Scholastic Book Service
Hochschild, Arlie Russell	Coleen the Question Girl	Feminist Press
Hoff, Syndney	Amy's Dinosaur	Windmill Books
Holling, Holling Clancy	Minn of the Mississippi	Houghton Mifflin
Holling, Holling Clancy	Pagoo	Houghton Mifflin
Holling, Holling Clancy	Seabird	Houghton Mifflin
Holzenthaler, Jean	My Hands Can	Dutton
Hopke, William E.	Children's Dictionary of Occupations	Career Futures, Inc.
Houston, John	The Bright Yellow Rope	Addison-Wesley

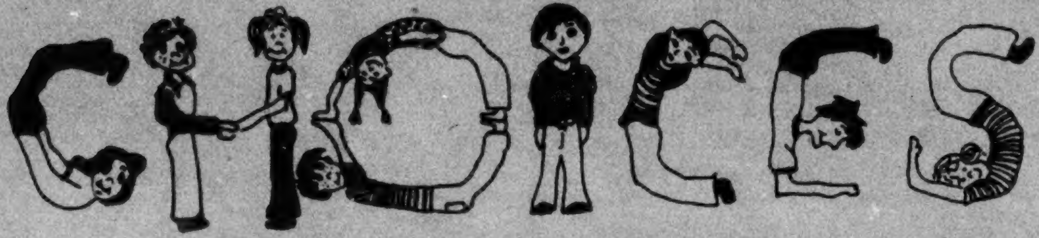
Author	Title	Publisher
Jones, Hettie	The Trees Stand Shining: Poetry of the North American Indians	Dial Press
Katz, Bobbi	Nothing But a Dog	Feminist Press
Keats Ezra Jack	Apt. 3	Hamish Hamilton
Kirk, Barbara	Grandpa, Me and Our House in the Tree	Macmillan
Klein, Norma	Girls Can Be Anything	Dutton
Klein, Norma	A Train for Jane	Feminist Press
Kraus, Robert	Leo the Late Bloomer	Windmill Books
Kraus, Robert	Whose Mouse Are You?	Collier Books
Lamorisse, Albert	The Red Ballon	Doubleday
Lasker, Joe	Mothers Can Do Anything	Whitman & Company
Lear, Edward	Whizz	Hamish Hamilton
Levine, Edna Simon	Lisa and Her Soundless World	Human Science Press
Lionni, Leo	A Flea Story	Pantheon
Lionni, Leo	In the Rabbitgarden	Pantheon
Lionni, Leo	Pezzettino	Pantheon
Lofgren, Ulf	The Traffic Stopper that Became a Grandmother Vistor	Addison-Wesley
McGovern, Ann	Black Is Beautiful	Scholastic Book Service
McGovern, Ann	Stone Soup	Scholastic Book Service
McPhee Gribble Publishers	Carpentry: Making Things with Wood	Penguin
Mangi, Jean	ABC Workbook	Feminist Press
Mark, Susan Elizabeth	Please Michael, That's My Daddy's Chair	Before We Are Six
Marshall, James	George and Martha	Houghton Mifflin
Marshall, James	George and Martha: One Fine Day	Houghton Mifflin
Martin, William Ivan	I Reach Out to the Morning	Bowmar
	Martin Luther King Jr.	Johnson Publishing Co.

Author	Title	Publisher
Merriam, Eve	Mommies At Work	Knopf
Mosel, Arlene	The Funny Little Women	Dutton
Ness, Evaline	Yeek Eck	Dutton
Palmer, Bruce	Making Children's Furniture and Play Structures	Workman Publishers
Parent's Nursery School	Kids Are Natural Cooks: Child-tested Recipes for Home and School Using Natural Foods	Houghton Mifflin
Parriah-Benson, Barbara	Families Grow in Different Ways	Parrish-Benson
Pinhey, Elliot C. G.	A Guide to the Insects of Africa	Hamlyn
Polland, Barbara Kay	Feelings: Inside and Out Loud	Celestial Arts
Polland, Barbara Kay	The Sensible Book: A Celebration of Your 5 Senses	Celestial Arts
Pratt, Ellen	Amy and the Cloud Basket	Lollipop Power
Preston, Edna Mitchell	The Temper Tantrum Book	Puffin Books
Raynor, Dorka	This Is My Father and Me	Whitman Company
Rich, Gibeon	Firegirl	Feminist Press
Rockell, Harlow	My Doctor	Macmillan Publishers
Rogers, Fred	Tell Me Mister Rogers About Learning to Read, Sleeping Away from Home, Going to the Dentist, Thunder and Lightning, When Pets Die, Nobody Feels Perfect	Platt & Munk
Rosenbaum, Eileen	Ronnie	Parent's Mag. Press
Scott, Ann Herbert	Sam	McGraw-Hill
Schneider, Tom	Everybody's a Winner: A Kid's Guide to New Sports and Fitness	Brown and Company
Sendak, Maurice	Chicken Soup With Rice: A Book of Months	Scholastic Book Service
Sendak, Maurice	In the Night Kitchen	Harper & Row

Author	Title	Publisher
Showers, Paul	What Happens to a Hamburger	Crowell
Simon, Norma	All Kinds of Families	Whitman
Simon, Norma	How Do I Feel	Whitman
Simon, Norma	I Know What I Like	Whitman
Simon, Norma	I Was So Mad	Whitman
Simon, Norma	What Do I Say?	Whitman
Skorpen, Liesel Moak	Mandy's Grandmother	Dial Press
Stein, Sara Bonnett	The Kid's Kitchen Take-Over	Workman Publishers
Surowieki, Sandra Lucas	Joshua's Day	Lollipop Power
Taylor, Barbara J.	I Can Do	Brigham Young University
Velthuijs, Max	The Painter and the Bird	Addison-Wesley
Viorst, Judith	Alexander and the Terrible, Horrible, No Good, Very Bad Day	Atheneum
Viorst, Judith	Rosie and Michael	Atheneum
Viorst, Judith	The Tenth Good Thing About Barney	Atheneum
Vogel, Ilse-Margret	The Don't Be Scared Book: Scares, Remedies, and Pictures	Atheneum
Watson, Jane	Look at Me Now	Golden Press
Watson, Jane	My Body--How It Works	Golden Press
Watson, Jane	Sometimes I Get Angry	Golden Press
Watson, Jane	Sometimes I'm Jealous	Golden Press
White, Laurence B.	Science Games	Addison-Wesley
White, Laurence B.	Science Puzzles	Addison-Wesley
White, Laurence B.	Science Toys	Addison-Wesley
White, Laurence B.	Science Tricks	Addison-Wesley
Wikland, Ilon - Illus.	I Can Help	Random House
Williams, Barbara	Jeremy Isn't Hungry	Dutton

Author	Title	Publisher
Williams, Barbara	Kevin's Grandma	Dutton
Williams, Jay	The Practical Princess	Parent's Mag. Press
Whittels, Harriet	Things I Hate	Human Science
Wolcott, Patty	I'm Going to New York to Visit the Queen	Addison-Wesley
Wolcott, Patty	The Marvelous Mud Machine	Addison-Wesley
Wolde, Gunilla	Tommy and Sarah Dress Up	Houghton Mifflin
Wolf, Bernard	Don't Feel Sorry for Paul	Lippincott
Wright, Pat	A Pot, A Pan, and a Wooden Spoon	Branch-Smith Inc.
Yashima, Taro	Umbrella	Puffin Books
Zindel, Paul	I Love My Mother	Harper & Row
Zolotow, Charlotte	A Father Like That	Harper & Row
Zolotow, Charlotte	My Grandson Lew	Harper & Row
Zolotow, Charlotte	The Hating Book	Harper & Row
Zolotow, Charlotte	William's Doll	Harper & Row

APPENDIX E



CHOICES

a series of workshops for

TRAINING CHILD CARE PROVIDERS TO USE A NONSEXIST APPROACH TO CHILD DEVELOPMENT

increasing awareness
selecting and using nonsexist children's stories
developing a nonsexist curriculum
the teacher's role in nonsexist education

prepared by:
lin moore, estella garza and paul cash

san antonio college
department of child development
with the cooperation of the
texas education agency

WORKSHOP 1: INCREASING AWARENESS

Objectives

1. To establish an accepting atmosphere for the discussion of concerns relating to sex role stereotyping and sexism in child development and early childhood education programs.
2. To identify, analyze and evaluate sex bias and sex role stereotyping.
3. To identify biased attitudes and discriminatory behaviors by self and others.

Time Allotment

Approximatley 4 hours are required to complete all of the procedures. Time allotments for individual activities are shown in parenthesis, but will vary according to the extent of group discussion.

Procedures

1. Guidelines for interaction (10 minutes)
   a. Participation is voluntary.
   b. Each individual must accept responsibility for her/his own feelings and actions.
      - speak from one's own experiences
      - honestly confront one's own attitudes and behavior
   c. Respect the rights of others to express differing opinions based on their experiences.
2. Introduction to Title IX (10 minutes)
   a. Provisions of the law (Wengen and Wagner, 1977, p. 38.)
   b. Implications for child care programs.
3. View filmstrip Part 2: "Masculine or Feminine?" (Masculinity, 1974.) (50 minutes)
   a. Ask participants to categorize photographs as "feminine" or "masculine".
   b. Compile and discuss results.
4. Overview of sex role socialization (60 minutes)
   a. Describe how children learn stereotypes based on research findings.
      - imitation of role models
      - reward, nonreward, and punishment by reinforcing agents
      - self socialization
   b. View film Sex Role Development.
   c. Discuss responses to film.
5. Effects of sex role stereotyping and sex bias (40 minutes)
   a. Report on research
      - achievement and aspirations
      - competence
      - emotional development
      - discrimination
   b. Exercise: "Pictorial History of My Sex Roles." (Sargent, 1977, p. 26).

6. Exercise: Descriptive Choices (Carter, 1974, p. 15) (60 minutes)
    a. Ask participants to respond to the lists of opposites in terms of appropriateness for "females" and "males".
    b. Compile responses by voting.
    c. Make a graph of average responses.
    d. Discuss similiarities and differences.
7. Exercise: "Conclusion to a Session: I Learned..." (Sargent, 1977, p. 63) (10 minutes).

Required Materials

1. Resources:
    a. Carter, G. Male/Female: Changing Lifestyles; Teacher's Notes. New York: Education Audio Visual Inc., 1974.
    b. Part Two: Masculine or Feminine? In Masculinity. Filmstrip, 39 frames, Color. New York: Schloats, 1974.
    c. Sargent, A. Beyond Sex Roles. New York: West, 1977.
    d. Sex Role Development. 16 mm, 23 minutes, Color. New York: McGraw-Hill, 1974.
    e. Wangen, N. R., S. Wagner. Choices: Learning About Changing Sex Roles; User's Guide. Minn.: Jenny, 1977.
2. Equipment and Supplies
    a. Name tags
    b. Filmstrip projector
    c. 16 mm film projector
    d. Screen
    e. Poster board and markers
    f. 12 x 18 manilla paper and crayons
    g. Copies of response form for "Descriptive Choices"

Suggested Readings

1. Bean J. P. The Development of Psychological Androgyny: Early Childhood Socialization. In B. Sprung, (Ed.) Perspectives on Non-sexist Early Childhood Education. New York: Teacher's College Press, 1978.
2. Bowman, B. T. Sexism and Racism in Education. In B. Sprung, (Ed.) Perspectives on Non-sexist Early Childhood Education. New York: Teacher's College Press, 1978.
3. Howe, F. Sexual Stereotypes Start Early. Saturday Review, Oct. 16, 1971.
4. McCune, S. D., M. Matthews. Building Positive Futures: Toward a Nonsexist Education for All Children. In M. D. Cohen, (Ed.) Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes. Washington D. C.: Association for Childhood Education International, 1976, 178-186.
5. Pleck, J. H. and J. Sawyer, eds. Men and Masculinity. Englewood Cliffs: Prentice-Hall, 1974.

6. Sprung, B. Perspectives on Non-Sexist Early Childhood Education. New York: Teacher's College Press, 1978.
7. Tavris, C. Stereotypes, socialization, and sexism. In A. Sargent, (Ed.) Beyond Sex Roles. New York: West, 1977.
8. Weitz, S. Sex Roles. New York: Oxford University, 1977.

WORKSHOP 2: SELECTING AND USING NONSEXIST CHILDREN'S STORIES

Objectives

1. To identify, analyze and evaluate sexism in stories for young children.
2. To select and practice the use of children's books, stories, poems, and records which present an unbiased portrayal of females and males.

Time Allotment

Approximately 4 hours are required to complete all of the procedures.

Procedures

1. Exercise: Analysis of children's literature (see attached copy - 60 minutes)
   a. Ask participants to analyze children's literature with which they are already familiar.
   b. Ask participants to report findings to group.
   c. Discuss similarities and differences.
2. Impact of literature on children (40 minutes)
   a. Report on research findings.
   b. Discuss instrument for analyzing children's literature.
3. Exercise: "Alternatives to Sexist Language" (Emma Willard Task Force on Education, 1973, 29-30) (20 minutes)
4. Modeling: How to Read a Story and Lead a Discussion (15 minutes)
   a. Ask participants to pretend to be young children as the story is read, William's Doll by Charlotte Zolotow.
   b. Analyze the story and "children's" responses as a whole group.
5. Small Group Activities (75 minutes)
   a. Divide into groups of 2-5 people.
   b. Make selections from available books and records portraying families, friends, and feelings.
   c. Small groups will present to the large group an analysis of the selections.
   d. Ask for volunteers to role play reading a story or presenting a story-song to young children.
6. Modeling: Read "X: A Fabulous Child's Story" by Lois Gould (30 minutes)
   a. Analyze the story for language and content.
   b. Reinforce awareness of sex role stereotyping and effects of sex bias on children's development.
7. Exercise: "Conclusion to a Session: I Learned..." (Sargent, 1977, p. 63.) (15 minutes)

Required Materials

1. Resources
    a. Records
        All About your Feelings - Harriet Bird
        Everybody Cries Sometimes - Patty Zeitlin, et al.
        Free To Be...You and Me - Marlo Thomas and Friends
        Small Voice, Big Voice - Folkways Records
    b. Books about families
        Abby - Jeannette Caines
        All Kinds of Families - Norma Simon
        Black is Brown is Tan - Arnold Adoff
        Families Grow in Different Ways - Barbara Parrish-Benson
        A Father Like That - Charlotte Zolotow
        Grandpa, Me and Our House in the Tree - Barbara Kirk
        Jeremy Isn't Hungry - Barbara Williams
        Joshua's Day - Sandra L. Surowiecki
        I Love My Mother - Paul Zindel
        Kevin's Grandma - Barbara Williams
        Leo the Late Bloomer - Robert Kraus
        Martin's Father - Margrit Eichler
        Mushy Eggs - Florence Adams
        Please Michael, That's My Daddy's Chair - Susan E. Mark
        She Come Bringing Me That Little Baby Girl - Eloise Greenfield
        This Is My Father and Me - Dorka Raynor
        William's Doll - Charlotte Zolotow
    c. Books about friends
        Apt. 3 - Ezra J. Keats
        Babies - Gyo Fujikawa
        The Bright Yellow Rope - John Houston
        The Forest Princess - Harriet Herman
        George and Martha - James Marshall
        George and Martha: One Fine Day - John Marshall
        Let's Play - Gyo Fujikawa
        Return of the Forest Princess - Harriet Herman
        Rosie and Michael - Judith Viorst
        Sunflowers for Tina - Ann N. Baldwin
    d. Books about feelings
        Alexander and the Terrible, Horrible, No Good, Very Bad Day - Judith Viorst
        Decisions, Decisions, Decisions - Barbara K. Polland
        Feelings: Inside You and Out Loud, Too - Barbara K. Polland
        How Do I Feel? - Norma Simon
        I Have Feelings - Terry Berger
        I Was So Mad - Norma Simon
        I'll Protect You From the Jungle Beasts - Martha Alexander
        Ira Sleeps Over - Bernard Weber
        My Grandson Lew - Charlotte Zolotow
        Nana Upstairs & Nana Downstairs - Tomie de Paola
        The Sensible Book - Barbara K. Polland
        Sometimes I Get Angry - Jane Watson
        The Tenth Good Thing About Barney - Judith Viorst
        The Terrible Thing That Happened At Our House - Marge Blaine
        Things I Hate - Harriet Wittels

- e. Handouts
  - Analysis of Children's Literature Form (developed by Lin Moore)
  - Council on Interracial Books for Children. Ten Quick Ways to Analyze Children's Books for Racism and Sexism. New York: Council on Interracial Books for Children.
  - Giveans, D. L. Books discussing men in nurturing roles - Bibliography
  - Giveans, D. L. Picture books and stories for early childhood education dealing with boys and men in nurturing and non-traditional roles - Bibliography.
  - Giveans, D. L. My Daddy Is Special. Presently being considered for publication.
- f. The Emma Willard Task Force in Education. Sexism in Education. Minnesota: Emma Willard Task Force in Education, 1973, 29-30.
- g. Sargent, A. Beyond Sex Roles. New York: West, 1977, 63.
- h. Gould, L. "X: A Fabulous Child's Story." In V. Earle, B. Jones, Identity: Female - Perceptions Module 6. New York: Dun Donnelley 1975.
- i. Zolotow, C. William's Doll. New York: Harper & Row, 1972.

2. Equipment and Supplies
   - a. Name tags
   - b. Pencils and pens
   - c. Record player

Suggested Readings

1. Council on Interracial Books for Children. Human (and Anti-Human) Values in Children's Books. New York: CBIC, 1976.
2. Gallagher, K., Perry, A. (Comp.) Bibliography of Materials on Sexism and Sex-Role Stereotyping in Children's Books. North Carolina: Lollipop Power, 1977.
3. Czaplinskii, S. M. Sexism in Award Winning Picture Books. Pittsburgh: KNOW, 1972.
4. Giveans, D. L. "Men in Nurturing Roles" In Northern California Association for the Education of Young Children, The Bulletin. Winter, 1978, 2 (2), 6.
5. Lieberman, M. "Some Day My Prince Will Come": Female Acculturation Through the Fairy Tale. In Gersoni-Stavn, Sexism and Youth. New York: Bowker, 1974, 228-243.
6. Nelsen, A. P. Women In Children's Literature. In Gersoni-Stavn, Sexism and Youth. New York: Bowkers, 1974, 163-173.
7. Weitzman, L. J., D. Eifler, E. Hokada, C. Ross. Sex-Role Socialization in Picture Books for Preschool Children. Pittsburg: KNOW, 1972.
8. Women on Words & Images. Dick and Jane as Victims. Princeton: Women on Words & Images, 1975.

ANALYSIS OF CHILDREN'S LITERATURE

by Lin Moore

Please select two (2) stories, books, or poems that you have used successfully with young children. Bring the books and the completed questionnaire to the workshop.

	Story A		Story B	
	Females	Males	Females	Males
1. Who is the main character?				
2. Number of illustrations of people and animals (if sex is designated)				
3. Number of times children are described or shown:				
in active play				
in quiet play				
using initiative				
acting independently				
solving problems				
earning money				
receiving recognition				
inventing, creating				
involved in sports				
competing				
watching others, being passive				
fearful				
helpless				
helping others				
overly emotional				

	Story A		Story B	
	Females	Males	Females	Males
Number of times children are described or shown:				
vain; concerned with clothes, appearance				
tricky, sneaky, mean, nasty				
4. Number of times adults are described or shown:				
playing with children				
taking children on outings				
teaching skills				
nurturing, giving tenderness				
scolding children				
receiving help				
fearful				
worrisome, overly emotional				
vain; concerned with clothes, appearance				
ridiculous, incompetent				
tricky, sneaky, mean, nasty				

5. Are mothers and fathers shown actively involved in the home? List activities:

Mothers ______________________________

Fathers ______________________________

6. Are alternative lifestyles depicted?

one-parent families ______________________________

couples without children ______________________________

extended families (grandparents, cousins, etc.) ______________________________

multiracial families ____________________

7. Are women and men shown working outside the home: List occupations:

Women ____________________

Men ____________________

8. Are minority and ethnic groups portrayed nonstereotypically?

____

____

9. Are boys and men allowed to show emotions? List them: ____________________

____

____

10, Are girls and women rewarded for beauty? ____________________

for intelligence? ____________________ for competence? ____________________

11. Are there derogatory comments directed at girls or women in general?

____

12. Is sexist language used? List examples: ____________________

____

13. What is the moral or underlying theme? ____________________

____

____

____

14. Would you recommend this book? Why or why not? ____________________

____

____

____

____

____

____

WORKSHOP 3: DEVELOPING A NONSEXIST CURRICULUM

Objectives

1. To identify biased attitudes and discriminatory behaviors by teachers of young children.
2. To select and use materials and techniques for evaluating and eliminating sexism in child care environments and curriculum.

Time Allotment

Approximately 4 hours are required to complete all of the procedures.

Procedures

1. View film: The Sooner the Better (45 minutes)
   a. Discuss responses to film.
   b. Identify nonsexist curriculum activities.
2. Observation Tool: Sex Role Stereotyping in Preschool (30 minutes)
   - Environment
   - Materials
   - Children's behavior
   - Teacher's behavior
3. Modeling: Robot Card Game (30 minutes)
4. Small Group Activities (120 minutes)
   a. Divide into groups of 2-5 people.
   b. Make selections from available materials related to occupations and career awareness.
   c. Plan an appropriate activity for young children for one of the following interest centers: science, math, language development, cooking and food preparation, blocks, manipulative, dramatic play, art, sand and water play.
   d. Present to the large group an analysis of the selections, and role play the introduction and use of materials with young children.
5. Exercise: "Conclusion to a Session: I Learned..." (Sargent, 1977, p. 63.) (15 minutes)

Required Materials

1. Resources
   a. Adult Resources
      Reese, Lyn. "Feminist-Multicultural Games: Robot Cards." Women's Studies Program, Berkely Unified School District, 1977.
      Sargent, Alice. Beyond Sex Roles. New York: West, 1977.
   b. Books
      Arts and Crafts You Can Eat - Vickie Cobb

Be What You Want to Be - Phyllis Fiarotta and Noel Fiarotta
Carpentry - McPhee Gribble Publishers
Classroom Cookery (activity cards) - Victoria Williamson
Free to Be...You and Me - Marlo Thomas, et al.
The House that Jack and Jill Built - Susan Groves, et al.
Kids are Natural Cooks - Parents' Nursery School
The Kids' Kitchen Takeover - Sara Bonnet Stein
Many Hands Cooking - Terry Touff Cooper and Marilyn Ratner
Mothers Can Do Anything - Joe Lasker
My Doctor - Harlow Rockwell
The Plant World (activity cards) - Shirley S. Price and Merle Price
Science Games - Laurence B. White
Science Puzzles - Laurence B. White
Science Toys - Laurence B. White
Science Tricks - Laurence B. White
Toy Book - Steven Caney
What Can She Be? An Architect - Gloria Goldreich
What Can She Be? A Lawyer - Gloria Goldreich
What Can She Be? A Musician - Gloria Goldreich
What Can She Be? A Newscaster - Gloria Goldreich
What Can She Be? A Police Officer - Gloria Goldreich
What Can She Be? A Veterinarian - Gloria Goldreich
Women at Work - Betty Medsger
Woodworking for Children - Mary W. Moffit

c. Film: The Sooner the Better. 16 mm, 27 minutes, Color. Cambridge, Mass.: Third Eye Films, 1977.

d. Filmstrips

Beginning Concepts/People Who Work Unit I. Series of five with cassettes, Color. Englewood Cliffs, N. J.: Scholastic Book Services, 1975.

Beginning Concepts/People Who Work Unit 2. Series of five with cassettes, Color. Englewood Cliffs, N. J.: Scholastic Book Services, 1975.

e. Photographs

Community Helpers - Feminist Resources for Equal Education
Many Thousand Words Work Pictures - Lou Rae Glennon
People at Work - Instructo
Professional Women - Feminist Resources for Equal Education
Women in Sports - Cathy Cade

f. Records

Free to Be...You and Me - Arista
My Mommy Is a Doctor - Activity Records

g. Toys and Games

Career People - Guidecraft
Docter Puzzle - Judy Company
Occupations Floor Puzzle - Trend Enterprises
Our Helpers Play People - Milton Bradley
Robot Card Game - Fun-da-mentals
Telephone Line Person Puzzle - Judy Company
When I Grow Up, I Want to Be... - Instructo

Suggested Readings

Guttentag, M. & Bray, H. Teachers as mediators of sex-role standards. In A. Sargent, (Ed.) Beyond Sex Roles. New York: West, 1977, 395-411.

Guttentag, M. & Bray, H. Undoing Sex Stereotypes: Research and Resources for Educators. New York: McGraw-Hill, 1976.

Joffe, Carole. Sex-role socialization and the nursery school: As the twig is bent. In J. Pottker and A. Fishel, (Eds.) Sex Bias in the Schools. Cranbury, N. J.: Associated University Press, 1977, 25-39.

Levy, Betty. The school's role in the sex-role stereotyping of girls: A feminist review of the literature. In D. Gersoni-Stavn, (Ed.) Sexism and Youth. New York: R. R. Bowker, 1974, 49-69.

Sprung, Barbara. Non-Sexist Education for Young Children: A Practical Guide. New York: Citation Press, 1975.

WORKSHOP 4: DEVELOPING A NONSEXIST CURRICULUM

Objectives

1. To select and use materials and techniques for eliminating sexism in child care environments and curriculum.
2. To select and use appropriate teacher-made materials.

Time Allotment

Approximately 4 hours are required to complete all of the procedures.

Procedures

1. Exercise: Self-portraits (45 minutes)
   a. Divide into partners.
   b. Draw self-portraits using flesh-toned crayons and markers on butcher paper.
   c. Discuss similarities and differences.
2. Modeling: Introduction of Me Dolls and Anatomically Correct Dolls (30 minutes)
   a. Ask participants to join in body awareness activities.
   b. Discuss anatomical differences.
3. Modeling: Read What Is a Girl? What Is a Boy? (30 minutes)
   a. Ask participants to pretend to be young children as the story is read.
   b. Discuss traditional definitions versus real differences between girls and boys.
4. Small Group Activities (60 minutes)
   a. Divide into groups of 2-5 people.
   b. Make selections from available materials relating to body concepts and physical development.
   c. Plan a unit designed to increase children's awareness of body concepts and encourage the development of self-esteem.
   d. Present to the large group an analysis of the selections, and role play the introduction and use of materials with young children.
5. Exercise: Teacher-made Materials (30 minutes)
   a. Cut pictures of people in a variety of activities from magazines, then paste to poster board to form collages labeled "girls and women" and "boys and men".
   b. Discuss categories, similarities and differences.
   c. Analyze effects of models on children's self-concepts.
6. Modeling: Selection of Pictures to Reinforce Nonstereotypical Learning (30 minutes)
   a. Introduce pictures from teacher's file.
   b. Analyze selections.
7. Exercise: "Conclusion to a Session: I Learned..." (Sargent, A., 1977, p. 63.) (15 minutes)

Required Materials

1. Resources
    a. Adult Resources
        Sargent, A. Beyond Sex Roles. New York: West, 1977.
        Waxman, Stephanie. What Is A Girl? What Is A Boy? Culver City, California: Peace, 1976.
    b. Books
        Balance Activities - Jack J. Capon
        Ball, Rope, Hoop Activities - Jack J. Capon
        Basic Movement Activities - Jack J. Capon
        Be A Frog, A Bird, or A Tree - Rachel Carr
        Bean Bag, Rhythm Stick Activities - Jack J. Capon
        Bodies - Barbara Brenner
        The Cooperative Sports & Games Book - Terry Orleck
        Everybody's A Winner - Tom Achneider
        My Body - How It Works - Jane Werner Watson, et. al.
        The New Games Book - Andrew Fluegelman
        Physical Education for Young Children (activity cards) - William G. Bentley
        Rhythm and Movement - Joy Wilt & Terre Watson
        Tire, Parachute Activities - Jack J. Capon
    c. Filmstrip
        The Forest Princess
    d. Games and Toys
        Body Awareness Activity Cards - Trend Enterprises
        Dial-a-Face - Ideal
        Let's Make Faces - Trend Enterprises
        Li'l David - Horsman
        Li'l Ruthie - Horsman
        Me Dolls (brown and white) - The Children's Company
        Play Scenes Lotto - Milton Bradley
    e. Puzzles
        Boy - Arnold Figure Images
        Dressing-Undressing - Galt
        Roller Skater - Arnold Figure Images
        Skater - Arnold Figure Images
        Tennis Player - Arnold Figure Images
    f. Records
        Be A Frog, A Bird, or A Tree - Activity Records
2. Equipment and Supplies
    a. Butcher paper
    b. Flesh-toned crayons - Prang
    c. Primary crayons
    d. Scissors
    e. Glue or paste
    f. File of nonsexist pictures
    g. Poster board

Suggested Readings

Mayle, Peter. Where Did I Come From? Secaucus, N. J.: Lyle Stuart, 1973.

Me Doll Teaching Guide. St Louis: The Children's Company, 1975.

Sheffield, Margaret. Where Do Babies Come From? N.Y.: Alfred A. Knopf, 1977.

Sprung, Barbara. Non-Sexist Education for Young Children: A Practical Guide. New York: Citation Press, 1975.

WORKSHOP 5: THE TEACHER'S ROLE IN NONSEXIST EDUCATION

Objectives

1. To identify and apply adult intervention techniques for eliminating sex role stereotyping and sex bias in child care environments.
2. To identify and apply methods of involving parents in creating a nonsexist learning environment for young children.

Time Allotment

Approximatley 4 hours are required to complete all of the procedures.

Procedures

1. Adult Intervention Techniques (45 minutes)
    a. Purposes:
        - to support children's attitudes and behaviors that challenge traditional female and male roles.
        - to direct intervention when stereotyping occurs.
        - to encourage children to develop new skills and competencies.
        - to provide positive role models.
    b. Circumstances:
        - Exclusion on the basis of sex.
        - Stereotyped dramatic play.
        - Limitations on emotional expression.
2. Group Activities (45 minutes)
    a. Divide into small groups of 2-5 people.
    b. Role play situations requiring adult intervention.
3. View Film: The Time Has Come (45 minutes)
    a. Discuss methods of parent involvement.
    b. Survey resources for parents on nonsexist child rearing.
4. Small Group Activity (60 minutes)
    a. Plan a parent meeting designed to involve parents in providing a nonsexist learning environment for young children.
    b. Present to the large group an agenda for the meeting and an analysis of potential areas of discussion.
5. Commitment Contracts (15 minutes)
6. Evaluation of Workshops (15 minutes)
7. Exercise: "Conclusion to a Session: I Learned..." (Sargent, 1977, p. 63) (15 minutes)

Required Materials

1. Resources
    a. Sargent, A. Beyond Sex Roles. New York: West, 1977.

   - b. The Time Had Come. 16 mm, 22 minutes, Color. Cambridge, Mass.: Third Eye Filims, 1977.
2. Equipment and supplies
   - a. 16 mm projector and screen
   - b. Paper and markers

Suggested Readings

Boston Women's Health Book Collective. Ourselves and Our Children. New York: Random House, 1978.
Carmichael, C. Non-Sexist Childraising. Boston: Beacon Press, 1977.
Greenberg, S. B. Right From the Start: A Guide to Nonsexist Child Rearing. Boston: Houghton Mifflin, 1978.
Pogrebin, L. C. Nonsexist parenting. In B. Sprung, (Ed.) Perspectives on Non-Sexist Early Childhood Education. New York: Teacher's College Press, 1978.

PROJECT TITLE: Training of Child Care Providers to Use a Nonsexist Approach to Child Development

FUNDED BY: Texas Education Agency

PROJECT FACILITOR: Lin Moore

PROJECT DIRECTOR: Betty Culbertson

PRESIDENT OF THE COLLEGES
San Antonio Community
College District: Dr. Jerome Weynand